

Halfway Nursery Infant School



Safeguarding & Children Protection Policy

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Date Policy accepted:	
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Signed (Headteacher)	
Signed (Chair of Governors)	
Minute Number	

Safeguarding Children Policy Front Sheet

Name of School:

HALFWAY NURSERY INFANT SCHOOL

We all have a statutory duty to “safeguard and promote the welfare of children”.

If you have any concerns about the health and safety of a child at this education setting or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away.

Some issues e.g. a child’s appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting. Do not worry that you may be reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation.

However, if you think the matter is very serious and may be related to a child protection concern, where the child has been harmed or is at risk of harm e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the people below immediately. If you are unable to contact them you can ask the school office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

The people you should talk to at this setting are:



The Designated Safeguarding Lead is:

Name: Steve Varnam

Steve’s office is located in the main building at the main entrance to school.

Their tel. no / mobile no is 0114 2482360



The Deputy Designated Safeguarding Leads are:

Name: Jo Lomas, Becky Hughes and Louise Parker

Jo, Becky and Louise can be located at the main school office.

Their tel. no / mobile no is 0114 2482360

Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Head Teacher, Principal or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Management Committee.

This document can also be used for supply staff and visiting professionals to identify your safeguarding team quickly and enable them to share information easily

The Safeguarding Children Team in your setting includes:

Head Teacher/Principal/Senior Manager: responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.

Name: Steve Varnam

Tel no: 0114 2482360

Designated Safeguarding Lead (DSL): a member of the leadership team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.

Name: Steve Varnam

Tel no: 0114 2482360

Designated Safeguarding Deputy (DSD): a member of the teaching, support or pastoral staff, in a post which requires assessment of children, with sufficient status & authority to effectively deputise for the DSL role above. Cannot be an administrative or finance worker.

Name: Jo Lomas/Louise Parker/Rebecca Hughes

Tel no: 0114 2482360

Special Educational Needs Coordinator (SENCo): staff member who provides advice, liaison & support for school staff and other agencies working with pupils with special education needs and their mothers, fathers or carers.

Name: Jo Lomas

Tel no: 0114 2482360

Looked After Children (LAC) Designated Teacher: promotes the educational achievement of 'looked after' children who are on the school roll, helps staff understand issues that affect how they learn and achieve. And ensures appropriate staff have the information they need.

Name: Steve Varnam

Tel no: 0114 2482360

E-Safety Coordinator: develops and maintains an e-safe culture within a setting.

Name: Steve Varnam

Tel no: 0114 2482360

Your Safeguarding Children Team also links in with the:

Safeguarding/Child Protection Governor: ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and, together with the rest of the governing body, remedies deficiencies and weaknesses that are identified.

Name: Liz Booth

Tel no: 07789055463

Chair of Governors: takes the lead in dealing with allegations of abuse made against the Head Teacher/Principal/Senior Manager (and other members of staff when the Head Teacher is not available), in liaison with the Local Authority; and on safe recruitment practices with the Head Teacher/Principal/Senior Manager.

Name: Gina Berry

Tel no: 07940790946

INTRODUCTION

This policy should be read in conjunction with the following:

Anti-bullying Policy
Behaviour and Discipline Policy
Child Sexual Exploitation Policy
Recruitment and Selection Policy
Confidentiality Policy
Intimate Care Policy
Fabricated Illness Policy
Missing Child Policy
CME Policy
Equality Policy/Scheme
Restraint Policy
Administration of Medicines Policy
Whistle Blowing Policy
Allegations of Abuse Against Staff Policy
Staff Code of Conduct
E-Safeguarding Policy

AIMS

- To make this policy clear to staff, parents/carers and colleagues in accordance with Sheffield Local Authority Policies (Integrated Practice Manual 2015) and South Yorkshire Child Protection Procedures (2015) and the DfE Working Together to Safeguard Children (2015), Information Sharing: Advice for practitioners providing safeguarding services (2015) and Keeping Children Safe in Education document (July 2015) and to update this every year.
- To ensure that safeguarding and child protection is everyone's business.
- To develop and embed staff awareness and knowledge of definitions of, and signs of child abuse and how to appropriately respond to and report suspected incidents of child abuse to designated safeguarding leads in school.
- To continue to develop a curriculum which puts the well-being of children at its core.
- To strengthen our partnerships with parents, families and carers to ensure open and supportive communication.
- To provide activities and ensure our own teaching is inclusive and helps all children to reach their own potential
- To train staff, volunteers and management in good safeguarding practice.
- To ensure safer recruitment and selection which deters people who may harm children from working with them.
- To ensure staff know how to deal with an allegation against a member of staff and that there is support available.

RATIONALE

At Halfway Nursery Infant School, there is nothing more important to us than the safety and welfare of our pupils. For this reason, we regard the need for safeguarding all children from all harm as vitally important. Section 175 of the Education Act 2002 also gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State. Therefore, this school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse. The document 'Keeping Children Safe in Education' (DfE, July 2015) and 'Working Together to Safeguard Children Guidance' (DfE 2015) have been used to ensure the safeguarding of our pupils is of the highest standard. All staff & volunteers have been issued with the summary version of this document and have read and understood the content.

We believe that every child regardless of age has, at all times and in all situations, a right to feel safe and protected from any situation or practice that results in them being neglected or physically, emotionally or sexually abused/exploited or radicalised.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our care, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff, volunteers and governors in this school, in whatever capacity, will at all times be proactive in child welfare matters, especially where there is a possibility that a child may be at risk of harm.

The school seeks to adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. The school wants parents and children to feel free to talk about any concerns and see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff, volunteer or governor. However, adults must not promise secrecy if concerns arise. A referral must be made to the designated safeguarding lead, in addition to appropriate agencies in order to safeguard the child's welfare.

POLICY

If we have concerns that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by the local authority's (LA) Safeguarding Children Board.

As a consequence, we:

- ensure that teachers and other members of staff and volunteers in the school are an integral part of the child safeguarding process;
- accept totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities;
- recognise that safeguarding children in this school is a responsibility for all staff and volunteers, and the Governing body;
- ensure, through training and supervision, that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- shall designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies;
- will ensure that the designated safeguarding lead will receive appropriate training to the minimum standard set out by the LA's Safeguarding Children Board;
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, are aware of the need to refer such concerns to the Designated safeguarding lead, who will refer on to Children's Services in accordance with the procedures issued by the LA's Safeguarding Children Board. Staff will also be aware that they are able to refer such matters directly if they feel the need;
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs;
- will ensure that all staff are aware of the child protection procedures established by our school and the LA's Safeguarding Children Board and act on any guidance or advice given by them. This will be updated for all staff at least once every three years through basic safeguarding training and through safeguarding induction training for volunteers and governors;
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children;

- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children;
- ensure that all staff and appropriate governors have received training in Prevent Duty.

OUR RESPONSIBILITIES

Halfway Nursery Infant School fully recognises its responsibilities for Child Protection and Safeguarding. This Policy sets out how the School delivers these responsibilities.

In addition to the school policies listed above, this policy should be read in conjunction with:

‘Working Together to Safeguard Children’ (2015) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link:

<http://www.workingtogetheronline.co.uk/index.html>

“Keeping Children Safe in Education” (July 2015), which is the statutory guidance for Schools and Colleges. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf

“What to Do if Worried a child is being Abused: Advice for Practitioners”. March 2015. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

“Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers”. March 2015. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

“The Prevent Duty Departmental, advice for Schools and child care providers June 2015.
The guidance is available via the following link:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

“Sheffield Safeguarding Children Board Child Protection and Safeguarding Procedures Manual”
November 2015. This document is available via the following link:

<http://sheffieldscb.proceduresonline.com/index.htm>

In accordance with the above procedures, the School carries out an annual audit of its Safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006).

TYPES OF ABUSE

Children who may require early help

Staff and Volunteers working within the school should be alert to the potential need for early help for children, and the following procedures for initiating early help for a child who:

- is in Local Authority Care
- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or is showing early signs of abuse and/or neglect;
- is showing signs of displaying behaviour or views that are considered to be extreme.

These children are, therefore, more vulnerable. Halfway Nursery Infant School will identify who the vulnerable children are, ensuring staff and volunteers know the processes for securing advice, help and support where needed.

Child Abuse

There are four kinds of child abuse, as defined in 'Keeping Children Safe in Education Statutory Guidance 2015' as:

- **Physical Abuse** – this may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional Abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though 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 or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
 - provide adequate food, clothing and shelter;
 - 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;
 - respond to a child's basic emotional needs.

Bullying, including prejudice-based and cyber bullying, is also abusive and will include at least one, if not two, three or all four, of the defined categories of abuse (see Anti Bullying Policy).

SIGNS OF ABUSE

Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical/social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body;
- multiple bruises - in clusters, often on the upper arm, outside of the thigh;
- cigarette burns;
- human bite marks;
- broken bones;
- scalds, with upward splash marks;
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation;

- aggressive behaviour or severe temper outbursts;
- flinching when approached or touched;
- reluctance to get changed, for example in hot weather;
- depression;
- withdrawn behaviour;
- running away from home.

Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow. However, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking;
- being unable to play;
- fear of making mistakes;
- sudden speech disorders;
- self-harm;
- fear of parent being approached regarding their behaviour;
- developmental delay in terms of emotional progress.

Sexual Abuse

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- pain or itching in the genital area;
- bruising or bleeding near genital area;
- sexually transmitted disease;
- vaginal discharge or infection;
- stomach pains;
- discomfort when walking or sitting down;
- pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn;
- fear of being left with a specific person or group of people;
- having nightmares;

- running away from home;
- sexual knowledge which is beyond their age, or developmental level;
- sexual drawings or language;
- bedwetting;
- eating problems such as overeating or anorexia;
- self-harm or mutilation, sometimes leading to suicide attempts;
- saying they have secrets they cannot tell anyone about;
- substance or drug abuse;
- suddenly having unexplained sources of money;
- not allowed to have friends (particularly in adolescence);
- acting in a sexually explicit way towards adults.

Neglect

It can be difficult to recognise neglect. Its effects can be long term and damaging for children.

The physical signs of neglect may include:

- being constantly dirty or ‘smelly’;
- constant hunger, sometimes stealing food from other children;
- losing weight, or being constantly underweight;
- inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- mentioning being left alone or unsupervised;
- not having many friends;
- complaining of being tired all the time;
- not requesting medical assistance and/or failing to attend appointments.

Referring to Children’s Social Care

If at any time it is considered that the child has suffered significant harm or is likely to do so, a referral should be made to the Children’s Social Care contact point e.g. a child having an injury or has made a disclosure of abuse. When a member of Staff, Volunteer Parent, Practitioner, or another person has concerns for a child, and if the school are aware that the case is open to the Multi-Agency Team they should discuss with the Allocated Worker or their manager to request escalation to Children’s Social Care. If the child does not at that time have a lead professional or allocated Social Worker the school should contact the Children’s Social Care Contact Point where a contact centre advisor will collate the information and advice on the next steps.

Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury it is imperative that advice is sought immediately prior to the child returning home and as soon as the school become aware of this.

Essential information for making a referral includes:

- Full names and dates of birth for the child and other members of the family.
- Address and daytime phone numbers for the parents, including mobile.

- The child's address and phone number.
- Whereabouts of the child (and siblings).
- Child and family's ethnic origin.
- Child and family's main language.
- Actions taken and people contacted.
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support.
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information;
- The details of the person making the referral.

Other information that may be essential:

- Addresses of wider family members;
- Previous addresses of the family;
- Schools and nurseries attended by the child and others in the household;
- Name, address & phone number of GP/Midwife/Health Visitor/School Nurse;
- Hospital ward/consultant/Named nurse and dates of admission/discharge;
- Details of other children who may be in contact with the alleged abuser;
- Details of other practitioners involved with the family;
- Child's legal status and anyone not already mentioned who has parental responsibility;
- History of previous concerns and any previous CAF (or FCAF) or Initial Assessments completed;
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.

Important contact details

Child Protection Enquiry Team	Tel: 0114 273 4925 Fax: 0114 273 4628
Designated Officer (formerly known as LADO)	Tel: 0114 273 4850 or advisory service number
Safeguarding Children Advisory Service	Tel: 0114 205 3535 / 0114 205 3554
Safeguarding Children Board	Tel: 0114 273 4450
SSCB Licensing Manager	Tel: 0114 273 6753
SSCB Substance Misuse Service	Tel: 0114 273 4450
SSCB E-Safety Manager	Tel: 0114 273 6945
SSCB Training and Development	Tel: 0114 273 6238
Children and Families Services: Prevention and Assessment Teams:	<p>North PAT: Social Care: Tel: 0114 203 9591 MAST: Tel: 0114 233 1189</p> <p>East PAT: Social Care: Tel: 0114 203 7463 MAST: Tel: 0114 205 3635</p> <p>West PAT: Social Care: Tel: 0114 273 4491 MAST: Tel: 0114 250 6865</p> <p>Social Care Out of Hours Service Tel: 0114 273 4855 Fax: 0114 203 7776</p> <p>Social Care Public referrals / enquiries Tel: 0114 273 4855</p>
Adult Social Care Services	Tel: 0114 273 4908
SCC General Switchboard	Tel: 0114 273 4567
Sheffield Children's Hospital	Tel: 0114 271 7000
Jessop's Hospital & Royal Hallamshire Hospital	Tel: 0114 271 1900
Northern General Hospital	Tel: 0114 243 4343
Police Main Desk South Yorkshire Police Public Protection Unit	Tel: 0114 2202020 Tel: 0114 2964578

NSPCC - National Helpline 0808 800 5000
Childline **0800 11 11**

SPECIFIC SAFEGUARDING ISSUES

There are safeguarding issues that have become critical and which Halfway Nursery Infant school will ensure are familiar to, and understood by, staff, governors and volunteers. Processes are in place to identify, report, and monitor, and to integrate age-appropriate awareness within teaching of:

- Child Sexual Exploitation
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Mental Health
- Private Fostering
- Radicalisation
- Sexting

Government guidance on the issues listed above can be accessed at <https://www.gov.uk/government/organisations/department-for-education>.

Prevent Duties

Halfway Nursery Infant School will ensure that staff, governors and volunteers adhere to the responsibilities set out in the Prevent Guidance 2015, which aims to prevent radicalisation of children. The Headteacher and Chair of Governors will:

- establish or use existing mechanisms for understanding the risk of extremism;
- ensure staff understand the risks, and build capabilities to deal with issues arising; communicate the importance of the Prevent Duty;
- ensure staff implement the requirements of the Prevent Duty.

Halfway Nursery Infant School will seek to work in partnership with other agencies e.g. local Police, undertaking risk assessments where appropriate and proportionate, building our children's resilience to radicalisation. The school will also seek to access 'Channel Training' for children, where this is age appropriate.

Female Genital Mutilation (FGM)

Halfway Nursery Infant School recognises and understands that there is now a mandatory duty for all teachers to report to the Police where they believe an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action.

All suspected or actual cases of FGM are safeguarding concerns, and appropriate

safeguarding procedures must be followed. If members of staff are concerned about a pupil, they must report their concerns to the Safeguarding Designated Lead in the School.

More information on FGM can be found in annex 3.

PROCEDURES

A) DESIGNATED MEMBER OF STAFF (Named Person)

1. The Designated Safeguarding Lead (DSL) in this school is:

Steve Varnam*

- Also designated teacher for LAC

The Deputy Designated Safeguarding Leads (DDSL) in this school are:

Jo Lomas / Becky Hughes / Louise Parker

2. The designated safeguarding lead is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection and safeguarding issues. He/she will also act as a dedicated resource available to other staff, volunteers and governors.
3. The school recognises that the designated safeguarding lead must have the status and authority within the school management structure to carry out the duties of the post – he/she must, therefore, be a member of the senior management team. All members of staff and volunteers must be made aware of who this person is and what their role is. The designated safeguarding lead will act as a source of advice, and coordinate action within the school, over child protection and safeguarding cases. He/she will need to liaise with other agencies and build good working relationships with colleagues from these agencies. The designated safeguarding lead is the first person to whom members of staff report concerns. The designated safeguarding lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the LA's Safeguarding Children Board, i.e. Social Care.
4. The designated safeguarding lead is also responsible for dealing with allegations made against members of staff, but this is only because the DSL is the Headteacher. Deputy Designated Safeguarding Leads must not deal with allegations against staff. If the allegation is against the Headteacher, then the Chair of Governors, with support from the LADO, will deal with this.

To be effective the designated safeguarding lead will:

- act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Services and other relevant agencies over suspicions that a child may be suffering harm;
- cascade safeguarding advice and guidance issued by the LA's Safeguarding Children Board;
- where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the LADO to investigate further;

- ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, trainee teachers and supply teachers) are aware of, and can access readily, this policy.
- liaise with the Deputy Designated Safeguarding Leads to inform them of any issues and ongoing investigations and ensure there is always cover for the role;
- ensure that this policy is updated and reviewed annually and work with the designated safeguarding governor for safeguarding and child protection regarding this;
- be able to keep detailed, accurate, secure records of referrals/concerns, and ensure that these are stored securely whether electronic e.g. CPOMs records, or hard copy;
- ensure parents are aware of the safeguarding and child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child. The best opportunity to do this is at the F1 and F2 Parents' Welcome Meetings prior to school/nursery enrolment in September;
- where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible, and directly handed over to the new school's/setting's designated safeguarding leads wherever possible. If this is not possible then records will be sent via first class, recorded delivery;
- where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

The designated safeguarding lead also has an important role in ensuring all staff and volunteers receive appropriate training. The designated safeguarding lead should:

- attend training in how to identify abuse and know when it is appropriate to refer a case;
- have a working knowledge of how the LA's Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required;
- attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors;
- Make himself/herself (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated safeguarding lead immediately.

B) DESIGNATED GOVERNOR

The Designated Governor for Child Protection and Safeguarding at this school is:

Liz Booth

Child protection is important. Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated safeguarding lead is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, using the LA's safeguarding annual audit, to ensure that:

- the school is carrying out its duties to safeguard the welfare of children at the school;
- members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
- child protection and safeguarding are integrated with induction procedures for all new members of staff and volunteers;
- the school follows the procedures agreed by the LA's Safeguarding Children Board, and any supplementary guidance issued by the Local Authority or DfE;

- only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity;
- where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action.

C) RECRUITMENT

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. All staff and volunteers will have enhanced DBS clearance (if working in regulated activity), will be recorded on the school's Single Central Record and will receive safeguarding induction from the designated safeguarding lead and a copy of 'Keeping Children Safe in Education' (July 2015).

We accept that it is our responsibility to follow the guidance set out in 'Keeping Children Safe in Education, 2015', and ensure we meet requirements to have experienced and trained governors in Safer Recruitment on interview panels, and in particular:

- Before appointing someone, follow up each reference taken with a telephone call or personal contact during which we will discuss the applicant's suitability to work with children;
- Check that all adults with substantial access to children at this school have an enhanced DBS check and before starting work, and prior to confirmation of appointment.

The Disclosure and Barring Service (DBS)

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions which helps preventing unsuitable people from working with vulnerable groups, including children.

The DBS are responsible for:

- Processing requests for criminal records checks
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list
- Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales and Northern Ireland
- Providing an online DBS service

The DBS search police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant.

A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met. The definition can be found in Part V of the Protection of Freedoms Act 2012 and at DBS Guides to Eligibility <https://www.gov.uk/government/publications/dbs-regulated-activity>

Halfway Nursery Infant School fully understand the statutory guidance on regulated activity, supervision of children which is regulated activity when they are unsupervised (KCSIE 2015 Annex D Pg 52).

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be and are eligible to work in the UK.
- Check academic qualifications, to ensure that qualifications are genuine.
- Take up professional and character references prior to offering employment.
- Satisfy conditions as to health and physical capacity.
- Ensure previous employment history is examined and any gaps accounted for.
- Successful completion of Childcare Disqualification Regulation checks (self-disclosure).
- For teachers, complete Secure Access checks using their TRN to check qualifications, induction and sanctions.

D) VOLUNTEERS

We understand that some people otherwise unsuitable for working with children may use volunteering to

gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be subject to the same scrutiny as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one-to-one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then he/she will be checked to ensure suitability to work with children, using the same procedures as applied to a paid member of staff.

The outcomes of the checks carried out on all adults working in school (staff and volunteers) are held in the Single Central Record, maintained by the Headteacher, and monitored by the Designated Safeguarding Leads and Chair of Governors.

E) INDUCTION & TRAINING

All new members of staff will receive induction training, which will give an overview of the organisation of safeguarding and children protection procedures in school, ensuring they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff and volunteers at the school will receive safeguarding induction and will be given a copy of this policy, along with a copy of 'Keeping Children Safe in Education' (DfE 2015). All staff receive basic safeguarding and child protection training every 3 years, with designated safeguarding leads undertaking advanced safeguarding and child protection training, with refreshers every 2 years.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training through support from the Local Authority.

F) DEALING WITH CONCERNS

Members of staff and volunteers are not required by this school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering harm, such concerns must always be referred to the designated safeguarding lead, who may refer the matter to the relevant Children's Services.

To this end, volunteers and staff will follow the procedures below.

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- if anyone observes injuries that appear to be non-accidental, or
- where a child or young person makes a direct allegation or implies that they have been abused, or
- makes an allegation against a member of staff

They must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the designated safeguarding lead (or head teacher if an allegation about a member of staff) and agree actions to take.

We ensure that all members of staff are familiar with the procedures for generating a confidential record of any incidents e.g. through CPOMs, and are familiar with the requirements of the LA's Safeguarding Children Board.

Where any member of staff fails to report his/her concerns, this may be dealt with as a disciplinary matter.

G) SAFEGUARDING IN SCHOOL

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the school's policies on:

- Personal, Social and Health Education and Sex and Relationships Education;
- Bullying
- Safe recruitment and Code of Conduct for Staff
- Staff use of ICT Equipment and Pupil E-Safety (E-Safety Policy)
- Racist Incidents
- Confidentiality
- Behaviour and Discipline Policy
- Force and Restraints Policy
- Health & Safety
- Fire Risk Policy
- Educational Visits Policy
- Attendance Policy
- Inclusion and SEN
- First Aid and Medication / Supporting children with medical conditions
- Allegations of Abuse Against Staff
- Whistle Blowing
- School Risk Assessments and Site Security Risk Assessments

H) PHOTOGRAPHING CHILDREN AND MOBILE PHONES

We understand that parents like to take photos of, or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. We will begin each occasion by making parents and adults aware of the need to only capture images of their children and if the pictures/videos they take/make contain other children, then these must not be distributed physically or through digital media or social networking sites.

However, if there are Health and Safety issues associated with this i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others to photograph or film pupils during a school activity without the parent's permission. Also, if parents request that no photos/videos are taken at all, for any purposes (possibly with regards to LAC) staff will always ensure specified children are removed from such occasions/situations.

We will not allow images of pupils to be used on school websites, displays, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will never identify individual children by name.

Members of staff may take photographs of children whilst engaged in school activities for teaching and learning purposes; for assessment purposes or as means of celebrating successes in school.

Mobile phones are not permitted to be used in school by staff, parents or children. We are a mobile free zone. No member of staff should use their mobile phone whilst at work, either for taking/receiving phone calls, text messages or emails. Staff should not use their mobile phone to take pictures of the children. Digital cameras are available in all classrooms for this. Children are

not permitted to bring mobile phones into school. Any child with a mobile phone will have it confiscated until the end of the day, when it will then be returned to the parent/carer.

I) CONFIDENTIALITY

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated safeguarding lead.

All child protection files are kept electronically within CPOMS using military scale encryption, or in a secure, locked filing cabinet. Only the designated safeguarding leads have access to these files. Any other data held electronically about children e.g. CPOMS, IEPS, FCAF, is password protected and never transferred via email.

J) CONDUCT OF STAFF

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and the LA's Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action.

K) PHYSICAL CONTACT & RESTRAINT

Members of staff may have to make physical interventions with children. Members of staff should only do this where:

- it is necessary to protect the child, or another person, from immediate danger; or
- where the member of staff has received suitable training e.g. TEAM TEACH.

L) ALLEGATIONS AGAINST MEMBERS OF STAFF

If anyone makes an allegation that any member of staff, volunteer or governor may have:

- committed an offence against a child; or
- placed a child at risk of significant harm; or
- behaved in a way that calls into question their suitability to work with children,

the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the LA's Safeguarding Children Board and Sheffield City Council policies.

The Headteacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the Headteacher, when the Chair of Governors will handle the school's response. The Headteacher (or Chair of Governors) will gather information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO).

M) BEFORE AND AFTER SCHOOL ACTIVITIES

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies. Permission to external bodies will be declined if they are suspected of espousing extremist views.

Any after school clubs will be overseen by a member of staff who is responsible for intervening if they feel any of the policies regarding the safeguarding of the pupils is being compromised.

N) CONTRACTED SERVICES

Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider. Permission to outside providers will be declined if they are suspected of espousing extremist views. We will also ensure that employees of contracted services have had the necessary pre recruitment checks carried out before allowing them to work in school.

O) SAFEGUARDING U5s

The Statutory Framework for the Early Years Foundation Stage, 2012, is now **mandatory** for **all** schools with pupils under 5 years old.

The **safeguarding and welfare requirements** explain the steps that providers must take to keep children safe and promote their welfare, and include four guiding principles:

- Every child is unique
- Children learn through positive relationships
- Children develop in enabling environments
- Children learn & develop differently.

When dealing with children under 5 we ensure:

- there is appropriate supervision for staff who work and have contact with children and families;
- management and staff have the required qualifications and experience;
- at least one trained paediatric first aider is on the premises when children are present, and accompanies children on outings;
- staff have sufficient understanding and use of English to ensure the well-being of children;
- each child has an identified 'key person';
- children are adequately supervised to ensure their needs are being met;
- appropriate child to staff ratios are in place.

To keep U5s safe and healthy in Nursery and F2 we:

- promote the good health of children attending the setting and take necessary steps to prevent the spread of infection;
- request and act on a child's dietary and health requirements, prior to admission;
- ensure meals, snacks and drinks are healthy, balanced and nutritious, and that fresh drinking water is available and accessible;
- **only** administer prescribed medicines;
- keep a written record & inform parents/carers as soon as possible when -
 - * medicine is administered
 - * accidents, injuries & treatment occur
- provide suitable facilities & trained staff for the hygienic preparation of food;
- ensure there is an adequately stocked first aid box accessible at all times;
- ensure all premises, furniture, equipment & toys, are clean, fit for purpose for **all** children, secure and safe to use, and comply with all health and safety legislation;
- implement a health and safety policy and procedure, covering: identifying, reporting and dealing with accidents, hazards, faulty equipment, fire and emergency evacuation;
- assess and review risks to children's safety;
- ensure all **vehicles** are adequately insured.

The contents of this whole policy and other policies in school also reflect practice in the EYFS with U5s.

P) ADMINISTERING MEDICINES AND FIRST AID

The school has separate policies on the above.

Q) BEHAVIOUR MANAGEMENT

In order for children and adults to remain safe in and out of school we have a clear behaviour policy in place. Good behaviour is characterised by our golden rules:

- we look after property;
- we are honest;
- we stay safe;
- we are kind and helpful;
- we always try our best;
- we are polite.

We also have clear sanctions in place, and support for children, who may have additional needs regarding their behavioural, emotional and social skills.

Our named practitioners for behaviour management in school are:

Jo Lomas/Rebecca Hughes (Inclusion Leaders)

Steve Varnam (Headteacher/Designated Safeguarding Lead)

MONITORING AND REVIEW

The Governing Body, along with the Designated Safeguarding Leads, will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers. The policy and its effectiveness will be monitored by the Governing Body through the use of the annual safeguarding audit, and will be shared with all stakeholders, including parents and carers, through publication on the school website and by being displayed on the safeguarding information board in the link corridor.

ANNEX 1

Legislative Framework

This is a brief overview of the Legislation and Guidance that staff can refer to if they want more information.

United Nations Convention on the Rights of the Child (1989)

This is an international agreement setting out the minimum standards for protecting children's rights. It was incorporated into the law in the Children Act 1989. The Convention refers to all children up to the age of 18 years. In relation to safeguarding children, it states that:

- the best interests of the child should be a primary consideration when action is taken concerning them
- children are to be protected from all forms of discrimination
- every child has the inherent right to life, survival and development
- children should not be punished cruelly or in a way that belittles them
- children have the right to be protected from all forms of abuse and neglect and be given proper care by those looking after them
- children who are victims of abuse are entitled to the care and treatment needed to recover from the effects of their mistreatment.

Children Act 1989

The Children Act 1989 came into force in October 1991. It brought together legislation on caring for and protecting children and is still the framework for safeguarding children and promoting their welfare. The Children Act 1989 is underpinned by the following principles:

- **welfare principle** – the child's welfare is the paramount consideration in any decision which affects them.
- **parental responsibility** – replaces parental rights. Parents share parental responsibility with the local authority for a child in care.
- **partnership** – professionals and families must work together for the welfare of children
- **the child's voice** – a child's wishes and feelings should be sought and taken into account in making decisions affecting them (if they are old enough to understand).
- **family is best** – a child's own family is the best place for a child to be brought up.
- **no order principle** – a court order should not be made unless it is needed to improve the child's life.
- **diversity issues** – racial, cultural, religious and linguistic background must be taken into account in all decisions.

The main safeguarding provisions of the act are:

- **child protection** (s47) – a local authority has a duty to investigate if a child is thought to be suffering, or is likely to suffer, significant harm.
- **children in need** (s17) – a local authority has a duty to assess and provide services for a child in need if parents wish it.
- **inter-agency working** – health, education and other public sector agencies are required to assist children's social care in safeguarding and promoting the welfare of children.
- **court orders** – a court can order a child to be taken into care or to be under a supervision order. It can also order a child to be given emergency protection or to be assessed.

Adoption and Children Act 2002

Section 120 extends the definition of significant harm so that actually witnessing violence can also constitute harm.

Children Act 2004

The act made it statutory to safeguard and promote the welfare of children across all statutory agencies. It set up local safeguarding children boards (LSCBs) to oversee the safeguarding of children, and required local authorities to produce annual children and young people's plans and appoint directors and lead members of children's services.

Human Rights Act 1998

The Human Rights Act applies the European Convention on Human Rights to UK law. Article 8, which covers respect for private and family life, limits state intervention in family life, which must be "...in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others." This ensures that a child's right to protection overrides a family's right to privacy. Article 3 covers the rights of an individual to be free from torture and inhuman and degrading treatment. It effectively imposes an obligation on the authorities to take preventative measures to protect a child at risk of harm.

Data Protection Acts 1984 and 1998

These acts relate to the recording of information, including information about children. Under the 1998 act personal information must be obtained fairly and processed lawfully. This information can be shared only in certain circumstances and it has to be accurate, relevant and kept securely. In certain circumstances, the act allows for disclosure of personal information without the consent of the subject, including that "...for the purpose and detection of crime, the apprehension or prosecution of offenders or when a failure to disclose information could place the protection of children, young people or vulnerable adults at risk." This is particularly relevant where an organisation or employer holds information about someone who could pose a risk to children.

Sexual Offences Act 2003

This provides a comprehensive legislative framework for sexual offences. It covers offences against adults (including people with mental disorders), as well as offences against children and sexual offences within the family. It also makes amendments to the laws governing the sex offenders register by introducing a requirement for those cautioned or convicted of specific categories of sexual offences to inform the police of their name and address and any changes to those details. The act also covers specific offences relating to the *abuse of trust* which applies when the child is under 18. These offences include:

- sexual activity with a child
- causing or inciting a child to engage in sexual activity
- engaging with sexual activity in the presence of a child
- causing a child to watch a sexual act.

The act lists occupations to which the abuse of trust laws apply. These include staff working in:

- institutions looking after children detained under a court order – e.g., a young offenders institution
- accommodation provided by local authorities and voluntary organisations under statutory provision

- hospitals, clinics, care homes, children's homes and residential family centres
- educational institutions.

The Act allows for a preventative order to be made to protect children from harm. This includes stopping offenders from visiting places where children may gather – e.g., parks and recreation grounds.

Education Act 2002

Section 175 of this act introduced a new statutory duty on local education authorities, maintained and independent schools and further education institutions to ensure that their responsibilities are carried out with a view to safeguarding and promoting the welfare of children and young people.

Guidance

This section deals with government guidance to agencies on safeguarding children and young people.

Working Together to Safeguard Children (HM Government, 2015)

This document is the main national reference for safeguarding. It provides guidance on how agencies should work together to protect children. It covers the roles and responsibilities of all professionals who come into contact with children through their work and describes the child protection process. It replaces the 2010 guidance with the same title.

What to Do if you're Worried a Child is Being Abused (HM Government, 2015)

This practice guidance was updated in 2015. It spells out the processes to be followed when there are concerns about a child's welfare, including their safety.

Keeping Children Safe in Education (Department for Education, 2015)

Linked to the Education Act 2002, this guidance sets out the legal duties schools and further education colleges to safeguard and promote the welfare of children, and provides safeguarding guidance for all staff (part 1), safer recruitment, dealing with allegations and an overview of the role of Designated Safeguarding Lead (DSL)

Disqualification under the Childcare Act 2006 (Department for Education, 2015)

This guidance clarifies who is covered by the act, what offences are relevant and how schools can meet their requirements

ANNEX 2

Safeguarding – requirement for Governors

Safeguarding and promoting the welfare of pupils

General duty

Section 175 of the Education Act 2002 places a duty on the governing bodies of maintained schools, and regulations under section 157, about safeguarding pupils in Independent Schools (which include academies) requires academy trusts to have arrangements in place to ensure that they:

- carry out their functions with a view to safeguarding and promoting the welfare of children; and
- have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.

Statutory guidance

‘Keeping Children Safe in Education’, places statutory requirements on all governing bodies, which must make sure their school has policies and procedures in place and take into account any statutory guidance issued by the Secretary of State, any LA guidance and locally agreed interagency procedures.

Educational settings have a central role to play in the early identification of any welfare concerns about an individual child, additional needs they might have and indicators of possible abuse and neglect. To be effective, all schools should work with other organisations, share and receive information about individual children in order to protect them from harm. All schools should have regard to the guidance set out in Working Together to Safeguard Children, 2015.

Allegations against staff and volunteers

Statutory guidance ‘Keeping Children Safe in Education’ sets out the procedures all schools must have in place for dealing with allegations.

The procedures should make it clear that all allegations should be reported straight away, normally to the headteacher. The procedures should also identify the person, often the chair of governors, to whom reports should be made in the absence of the headteacher, or in cases where the headteacher themselves are the subject of the allegation or concern. Procedures should also include contact details for the LADO responsible for providing advice and monitoring cases. Under no circumstances should the governor approach the subject of the allegation before seeking advice from the DSL in school, the headteacher, or LA LADO.

Employers have a duty of care to their employees. Governing bodies should make sure that the school provides effective support for anyone facing an allegation. They must also provide them with a named contact within school if they are suspended. If an allegation is made the headteacher, chair of governors or chair of the management committee (the ‘case manager’) should immediately discuss the case with the LA Designated Officer

(LADO). This initial discussion allows the LADO and case manager to consider the nature, content and context of the allegation and agree a course of action.

Chairs of governing bodies are expected to work with the headteacher (unless the allegation concerns the headteacher) and LADO to confirm the facts about individual cases. They are also expected to reach a joint decision on the way forward in each case. Chairs have a key role in deciding courses of action, including disciplinary action, in those cases where a criminal investigation may not be required. In cases where allegations have been substantiated, the chair should work with the LADO and headteacher to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

All governing body members should have information training about safeguarding, whether the governing body acts collectively or an individual member takes the lead. This will make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Governing bodies should make sure that a senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding issues (DSL); providing advice and support to other staff; liaising with the LA; and working with other agencies.

Safe recruitment procedures

A key aspect of safeguarding is the vetting of applicants and prospective volunteers working with children to make sure they are not unsuitable.

The governing body of a maintained school is required, under the School Staffing (England) Regulations 2009, to ensure that safer recruitment procedures are applied. This includes making sure that at least one member of any appointment panel has completed 'safer recruitment' training.

Employment checks

When making appointments, governing bodies and academy trusts must take into account the requirements of equalities legislation and best employment practices.

Once the governing body or academy trust has chosen a preferred candidate, and before any appointment is made, it must ensure all required checks are completed, including

- check the identity of the candidate;
- their right to work in the United Kingdom and whether the candidate has the necessary health and mental fitness to teach; and
- whether any reasonable adjustments are required to allow teaching staff to provide effective and efficient teaching.

Governing bodies and academy trusts should also:

- take up references from the applicant's current or former employer; and
- consider asking the candidate's current employer for details of any capability history in the previous two years, and the reasons for this.

For the majority of work in schools, governing bodies and academy trusts must obtain, for all new appointments, an enhanced Disclosure and Barring Service (DBS) check before, or as soon as practicable after appointment, and a barred list check before appointment if the work is within the scope of 'regulated activity' relating to children from the DBS website. The current statutory guidance 'Keeping Children Safe in Education' provides a chapter on the checks required. Governing bodies will usually make the request for the DBS checks through their LA, which acts as an umbrella body for the DBS; academy trusts will have their own umbrella body arrangements.

The governing body or academy trust is required to carry out additional checks if the applicant has lived outside the UK. Employers have a duty to check potential employees' documents before employing them, to ensure they have the right to work in the UK. UK Border Agency website

The governing body or academy trust must reassure itself that all appropriate suitability checks have been undertaken and that the school keeps a single central record, detailing the range of checks it has carried out on its staff and volunteers

The barred list check is a check that the person is not barred from 'regulated activity' – work that a barred person must not do. From September 2012, the amended definition of regulated activity in relation to children comprises, in summary:

unsupervised activities: teaching, training, instructing, caring for or supervising children, or providing advice/guidance on wellbeing, or driving a vehicle that is being used solely for the purpose of transporting children and their carers/escorts;

Schools **must** refer to the Disclosure and Barring Service (DBS) anyone who has harmed or poses a risk of harm to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals is provided by the DBS.

Governing Bodies should ensure compliance with statutory guidance Keeping Children Safe in Education and ensure they effectively monitor implementation as part of their accountability framework.

ANNEX 3

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

ANNEX 4

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as the demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
3. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
4. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
5. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

6. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

7. More critical risk factors could include:

- being in contact with extremist recruiters;
- accessing violent extremist websites, especially those with a social networking element;
- possessing or accessing violent extremist literature;
- using extremist narratives and a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining or seeking to join extremist organisations; and significant changes to appearance and / or behaviour;
- experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.