



St. Mary's C of E Primary School, Timsbury

CHILD PROTECTION and SAFEGUARDING POLICY

- The '**Designated Safeguarding Lead**' in our school for Child Protection is **Alice Brown, Headteacher**. In her absence this responsibility is delegated to **Janice Purnell, TA** and Thrive Practitioner; or **David Finlay, Teacher**.
- **Claire Hudson** is the Named **Governor for Safeguarding**
- **Bath and North East Somerset Social Care Team (01225 396312 or 01225 396313)**
- The **Local Area Designated Officer, Sarah Hogan**, can be contacted on **01225 396810**;
- **Lesley Hutchinson** is the **Head of Safeguarding and Quality Assurance (01225 396339)** for Bath and North East Somerset.

1 Principles

- 1.0 St Mary's C. of E. Primary School takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. "The welfare of the child is paramount." Children Act 1989.

The school's duty is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully
- educating children to enable them to live safely now and in the future

- 1.1 All action is taken in line with the following legislation/guidance:

- [South West Child Protection Procedures \(SWCPP\)](#)
- Section 175 Children Act 2002
- [Guidance for safer working practice for adults working with children and young people 2009.](#)
- [Keeping Children Safe in Education 2019](#)
- [Working Together to Safeguard Children 2018](#)
- [What to do if you're worried a child is being abused 2015](#)
- [B&NES Physical Intervention and Restraint Policy](#)
- Safeguarding Children and Safer Recruitment in Education 2012

- Local Safeguarding Children Board Guidance
 - The Prevent Duty (2015)
 - Information Sharing: Advice for Safeguarding Practitioners (2018)
- 1.2 We will follow procedures set out by the Local Safeguarding Children Board and take account of further guidance issued by the DfE and the Local Authority (LA). (The LA model policy forms the basis of this policy).
- 1.3 Our policy applies to all staff, governors and volunteers working in the school.
- 1.4 We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to identify abuse and offer support to children in need.
- 1.5 As part of the ethos of the school, the staff and governors are committed to:
- ensuring the school practises safer recruitment in checking the suitability of staff and volunteers to work with children;
 - ensure we have a Designated Safeguarding Lead for safeguarding/child protection; and a designated teacher for Looked After Children and Previously LAC; and that they receive appropriate training and support for this role;
 - ensuring that all staff and volunteers understand, and adhere to, the school's code of conduct;
 - establishing and maintaining a safe school environment, where all children feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
 - supporting pupils who have been abused, and carrying out specific actions in accordance with the agreed child protection plan;
 - including opportunities in the school curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;
 - ensuring all teaching and support staff are aware of signs and symptoms of physical, sexual, emotional abuse and neglect (together with specific safeguarding issues such as FGM); and that they know the correct procedure for referring concerns, or reporting allegations against staff, in line with Keeping Children Safe in Education 2019 and the Local Authority Managing Allegations procedures;
 - ensuring that all teaching and support staff receive appropriate training to enable them to carry out their statutory duties;
 - ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated person responsible for child protection;

- exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;
- ensure professional disagreements are resolved in work in relation to the safety of children with reference to the Escalation Policy on the SWCPP;
- identifying, providing, supporting and monitoring Early Help with other relevant agencies;
- encouraging and supporting parents/carers, working in partnership with them.

1.6 The school recognises that it is an agent of referral and not of investigation.

1.7 This Child Protection (Safeguarding) Policy should be read in conjunction with:

- Administration of Medicines Policy
- Attendance Policy
- Anti-Bullying Policy
- Behaviour Policy
- B&NES Children Missing in Education Policy
- Confidentiality Policy
- Educational Visits Policy
- E Safety Policy (including use of Social Media and Digital Images)
- Equality Policy
- Health and Safety Policy
- Inclusion Policy
- Intimate Care Policy
- Staff Code of Conduct
- Parent and Visitor Code of Conduct
- Positive Handling and The Use of Reasonable Force (DFE Guidelines; and B&NES Model Policy)
- Whistle Blowing Policy

2 Recognition: Types of Abuse

All school and college staff should be aware that 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.

All adults who work or volunteer with children have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead. The types of abuse are:

Main categories of abuse:	Specific safeguarding issues: For other specific safeguarding issues, please see <i>Keeping Children Safe in Education 2019</i> (p.12-13).
<ul style="list-style-type: none"> • Physical abuse • Emotional abuse • Sexual abuse • Neglect 	<ul style="list-style-type: none"> • Child Sexual Exploitation (CSE) • So-called ‘honour based’ violence, including Female Genital Mutilation (FGM) and Forced Marriage • Preventing radicalisation • Children missing education • Peer on peer abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

For comprehensive information regarding the definitions of the main categories of abuse and specific safeguarding issues, please see Appendix 1.

Children Missing Education: A child going missing from education is a potential indicator of abuse and neglect. If a member of staff or volunteer becomes aware that any child is missing, or missing education, they need to report to the DSL immediately. After reasonable attempts have been made to contact the family, we may notify other agencies such as the CMES team, social care or the police. If a looked after child or a child subjected to a CP plan goes missing, we will notify social care immediately. The school will also refer any child being withdrawn from school with the intent to be electively home educated, to the CMES.

3 Responding to disclosures: guidance for staff

DO:

- Take the child to a private and safe place
- Stay calm
- Reassure the child and stress that he/she is not to blame and they were right to tell you
- Listen to the child – allow them to talk freely
- Tell the child that you may have to speak to someone who can help to keep them safe
- Do not interview the child, keep questions to a minimum and encourage the child to use his/her own words: questioning should only include TED questions:
- Tell me
- Explain
- Describe
- Or use the mirroring technique:
i.e. *“My dad hit me last night”*; respond by *“Your dad hit you last night?”*
- Record as soon as possible exactly what the child has said to you / what you have heard or what you saw, and any other relevant information.
- **Immediately** inform your DSL / DDSL (and nobody else) so that any appropriate action can be taken to protect the pupil if necessary.

DO NOT:

- Investigate the issue yourself
- Ask the child to write down what they said or repeat it to another adult
- Record the conversation on any device
- Ask another adult to witness their disclosure –the child has chosen to tell you
- Do not criticise the alleged perpetrator

4 Procedures for Referral

- 4.0 Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the **Designated Safeguarding Lead, Alice Brown**, or if unavailable to the **Deputy Designated Safeguarding persons Janice Purnell or David Finlay**. In the absence of any of the above, the matter should be brought directly to the attention of **Social Care** (01225 396 313) and the advice of the Duty social worker followed. The DSL must be informed as soon as possible.

- 4.1 The Designated Safeguarding Lead will immediately inform the Children and Families Assessment and Intervention Team (CAFAIT) by telephone. **01225 396312/313** or the Emergency Duty Team **01454 615165**. If there is any doubt about whether the concerns raised meet the [thresholds for a child protection](#) referral, the DSL will **ALWAYS** discuss this with a Duty Social Worker on a “no names” basis to obtain advice on how to proceed.
- 4.2 Telephone referral to the Children and Families Assessment and Intervention Team (CAFAIT) will be confirmed in writing immediately (and within 24 hours) via email to ChildCare_Duty@bathnes.gov.uk using either the **Early Help or Children’s Social Care Request for Service Form** as required.

Essential information will include the pupil’s name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer. At St Mary’s, referral forms will usually be completed by the DSL, but may also be completed by the person raising concerns.

If the child already has an allocated B&NES social worker, the referral should be made directly to them. You do not need to complete another Request for Service form - an email can be sent directly to the allocated social worker copying in their Team Manager. If the child lives outside B&NES, a referral should be made to their home local authority.

- 4.3 The referral will be shared with the parent/carer for consent to refer, and where appropriate with the child/young person, unless to do so would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.

If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parents, unless the child is subject to a Child Protection Plan in which case schools must contact the allocated Social Worker. The relevant Social Worker will advise the school when, and by whom, parents will be informed.

- 4.4 Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis. Staff will share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child’s needs.
- 4.5 Where Social Care deem that the risks identified do not meet the threshold for a strategy meeting but there is concern that a section 17 child in need assessment

might not be the right course of action, the concern is passed on to B&NES MASH team to gather relevant information from other agencies in order to make the recommendation of which route to pursue. The Duty and Assessment Team will inform the school within 24 hours of receipt of any referral.

- 4.6 If the school does not think the child's situation is improving within a reasonable timescale following referral, this will be taken up with Children Services via the designated safeguarding lead, following the [Escalation Protocols](#) and [Report Proforma](#).
- 4.7 Referrals for Alleged Perpetrators of Sexual Abuse: Where a pupil is being investigated by the police for allegedly committing sexual offences and the police have said they will make a referral to CAFAIT, the school will still telephone the CAFAIT without delay to raise awareness of the concerns relating to the alleged perpetrator. The CAFAIT will advise whether or not a **Request for Service Form** needs to be completed by the school.

5 Working with Parents and Carers

For more information, please refer to Information Sharing: Advice for Safeguarding Practitioners (2018)

The school recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils. Parents/carers will be made aware of the school's child protection policy – including the duty to refer pupils on where necessary – by making all school policies available on the school website or via paper on request.

Where a referral is needed, the designated person should inform parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. For example, if doing so would:

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;
- prejudice the prevention, detection or prosecution of a serious crime;
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

The School will also:

- provide opportunities for parents and carers to discuss any problems with class

teachers and other relevant staff;

- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers;
- provide advice and signpost parents and carers to other services and resources where pupils need extra support
- follow guidance from the DFE on issues around parental responsibility

6 Early Help

At this school, whenever possible, we will ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met, to prevent situations to escalate into larger problems. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with special educational needs
- young carers
- children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime;
- children who frequently go missing from home, school or care;
- children who are misusing drugs or alcohol;
- children at risk of exploitation through modern slavery and trafficking;
- children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
- children who have returned home from care;
- children who show early signs of abuse or neglect;
- children at risk of radicalisation;
- privately fostered children.

If the child requires an early help service from another agency, the school will make a referral to the Early Help service for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

Where the child is receiving an Early Help service, the school will work as part of the Team around the Child; and take up the role of lead professional if we are the most appropriate agency to do so.

Early help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school believes that this is not the case, consideration should be given to making a referral for a statutory social work service.

Reference should also be made to the Neglect Toolkit [Neglect Toolkit](#) (November 2018) and associated documents.

[Neglect Toolkit Checklist](#) (Word doc to use) [Key Areas of Neglect](#)

7 Attendance at case conferences and core groups

7.0 The designated safeguarding lead will liaise with B&NES Childrens Services to ensure that all relevant information held by the school is provided to B&NES Childrens Services during the course of any child protection investigation.

7.1 The designated safeguarding lead will ensure that the school is represented at child protection case conferences and core group meetings:

- a report will be provided for all child protection case conferences and shared with the parents / carers for the child in advance of the conference
- the designated safeguarding lead will attend
- failing that, a member of staff who knows the child best, such as a class teacher will be nominated to attend

If no-one from the school can attend, the designated safeguarding lead will ensure that a report is made available to the conference or meeting

7.2 Where a pupil has a child protection plan in place and the school has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the designated safeguarding lead and this will be shared in preparation for the conference or with the social worker if needed separately to the conference;
- the completed monitoring information will be kept on the pupil's separate child protection file (that should be separate from the school record) and copies made available to all conferences and core group meetings;
- the designated safeguarding lead will notify the allocated social worker if the child is removed from the school roll, excluded for any period of time or goes missing and will report to other Council staff as required.

8 Record Keeping

- 8.0 Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and discussed with the DSL. Where staff have observed injuries to a child, these should be recorded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries.
- 8.1 All hand-written records will be retained, even if they are subsequently typed up in a more formal report.
- 8.2 Written records of concerns about children must be kept, even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral to CAFAIT consideration should be given to the appropriateness of completing a CAF and making a referral for a Team Around the Child meeting.
- 8.3 All records relating to child protection concerns will be kept securely, separately and confidentially by the DSL Person in accordance with *Bath and North East Somerset, Local Safeguarding Children Board's 'Children In Need Handbook' - 'Guidelines on Record Keeping and Management of Child Protection Information'*. They do not form part of the pupil's educational records.
- 8.4 A chronology will be kept at the front of individual pupils' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes.
- 8.5 Where a child moves school, child protection documentation must be passed immediately and confidentially to the receiving school, separate from general records, with copies of the original records retained by the school until the receiving school acknowledges receipt. The Head Teacher or designated person for child protection will also contact the Head Teacher or designated person for child protection at the new school to raise awareness of child protection concerns, and that records are being transferred. When children join St Mary's a written request is made to establish if there are any child protection concerns.
- 8.6 The school will refer to, and implement the advice within, the NSPCC document entitled Records Retention and Storage; and any records that need to be disposed of will be treated as confidential waste.

9 Confidentiality and Information Sharing

9.0 All information must be shared in line with national and local procedures:

[LSCB Information Sharing Protocol](#)

[Information Guidance Part 1](#)

[Information Guidance Part 2: Case Studies](#)

[Information Sharing : Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)

9.1 All information obtained by school staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent.

9.2 If the child is under 12, consent to share information about them must be obtained from their parents or carers.

9.3 Where a child is at risk of suffering significant harm, schools have a legal duty to share this information with B&NES Children's Services and make appropriate referrals. Equally, where a child protection investigation is taking place, schools and colleges must share any information about the child requested by B&NES Children's Services.

9.4 Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, schools and colleges should consider the proportionality of disclosure against non-disclosure.

9.5 Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the Duty and Assessment team on a "no names" basis to gain advice on whether this course of action should be taken.

9.6 **Only relevant information should be disclosed, and only to those professionals who need to know.** Staff should consider the purpose of the disclosure and remind recipients that the information is confidential and only to be used for the stated purpose.

9.7 In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information.

9.8 Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from B&NES Children's Services.

10 Early Years Settings Within Schools

10.1 Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school must meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and [related statutory guidance](#)

The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

10.2 Safeguarding and child protection

All safeguarding and child protection policies listed in Section 1.7 of this Policy, and the safeguarding procedures detained in this policy, will apply equally to children in early years settings so far as they are relevant to that age group.

In addition, the school has the following child protection procedures in place:

- parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile;
- parents are prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared;
- staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose;
- staff do not use their personal mobile phones in the early years setting
- in the event of an allegation of harm or abuse by any person working in the early years setting, the school will follow the B&NES Policy "*Guidance of the management of an allegation against a member of staff*" as referred to earlier in this Policy.

10.3 Suitable people

The school will follow the Safer Recruitment Guidelines set out in this Policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in Section 1.7 of this Policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the head teacher.

10.4 Staff training, skills and supervision

The school will ensure that:

- all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
- all policies referred to in Section 1.7 this Policy will apply equally to early years staff;
- all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take;
- all early years staff are able to communicate effectively in English both orally and in writing;
- a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies EYFS children on school trips;
- each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

10.5 Staff ratios

The school will ensure that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
- parents are kept informed of staff members and numbers;
- children are kept within staff sight and hearing at all times.

For reception classes:

- class sizes will be limited to 30 pupils
- classes will be lead by a qualified teacher supported by suitably qualified support staff.

10.6 Health

The school will:

- promote the health of children attending the early years provision
- take necessary steps to stop the spread of infection
- administer medicines only in line with the school's policy
- take appropriate action where children are ill
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

10.7 Health and Safety and Suitability of Premises

The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The school has specific policies for ensuring that records of parents details, and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

10.8 Managing Behaviour

The school will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is **NEVER** used or threatened. However, staff will be permitted to use appropriate physical intervention in line with the school's own policies and plans which will be specific for each child depending on their situation.

11 Supporting Children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame and school may be the only stable, secure and predictable element in their

lives. When at school their behaviour may be challenging and defiant or they may be withdrawn.

We will support pupils by:

- encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- promoting a safe, caring and positive environment within the school
- liaising and working with support services and agencies involved in the safeguarding of children
- notifying the Locality Social Care Team as soon as there is a significant concern
- notifying the social worker immediately if a pupil subject to a child protection plan is excluded
- ensuring appropriate information is forwarded under confidential cover to the pupil's new school

Children with Special Educational Needs or Disabilities (SEND)

The school recognises that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Additional barriers can exist when recognising abuse and neglect in children with SEND. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

We will provide a school environment in which pupils with SEND feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with particular communication needs.

12 Safer Recruitment Practices

12.0 St. Mary's C of E Primary School has in place recruitment processes that aim to identify unsuitable staff and follow best practice for safer recruitment. These include:

- advertisements and application packs that make explicit reference to the commitment of the school to safeguarding children;
- clear statements in job descriptions and person specifications about individuals' safeguarding responsibilities;
- always using application forms (CVs on their own are not accepted);
- ensuring that at least one member of any interview panel has successfully completed Safer Recruitment Training.
- verifying a candidate's identity; right to work in the UK; and professional qualifications (including using the Teacher Services System for QTS and NQT induction, and to ensure that they are not prohibited from teaching under a teacher prohibition order)
- ensuring that school staff who have the responsibility for carrying out recruitment checks either have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen
- verifying a candidate's mental and physical fitness to carry out work responsibilities;
- exploring at interview any gaps in employment;
- ensuring that all employed and contracted professionally qualified staff are registered with appropriate bodies.
- ensuring that where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach via the TRA Teacher Services system.
- seeking *Enhanced with Barred* Disclosure and Barring (DBS) checks for staff who are appointed to work directly with children and young people;
- seeking a Section 128 and a barring check from the Teaching Regulation Agency (TRA) for all governor appointments post September 2018 (Ref Para 131 KCSIE 2018).

12.1 References

Applicants will be asked to provide a full employment history and details of at least 2 referees, including previous and recent employers, and who should be a senior member of staff with the authority to provide references. References from colleagues will not be acceptable.

All references will be taken up prior to interview and will be requested directly from the referee, including references for internal candidates. Referees will be contacted to resolve any issues that emerge from the references provided.

References will be taken up from current employers only; if the applicant is not currently employed, verification will be sought from their previous school as to the dates the applicant was employed and the reasons for leaving the post.

Any information provided by applicants as part of an application process will be verified with independent sources and any reference received electronically will be checked to verify the originating source.

12.2 DBS checks

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

Full DBS checks which include barred list checks will only be taken out on individuals who are involved in regulated activity. This is defined as close, unsupervised contact on a regular basis involving activities such as:

- teaching
- training
- supervising
- care
- guidance and advice
- driving a vehicle
- personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

Full DBS checks with barred list checks will also be carried out on permanent staff members working at the school or unpaid volunteers who regularly work unsupervised at the school and whose work means they have an opportunity for regular contact with children.

Other staff, contractors and supervised volunteers who have opportunities for regular contact with children but do not carry out a regulated activity will be subject to an enhanced DBS check but **not** barred list checks.

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by the head teacher, and the following will be taken into consideration when deciding on this.

- the age of the children;
- their level of vulnerability;
- the numbers of children in the group;
- the nature of the role;
- opportunities for contact with the children.

The school has robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

The school will ensure that all DBS checks carried out on staff are renewed after 3 years of the original DBS disclosure. ?????

13 Volunteers

The head teacher will ensure that the following are carried out in relation to unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom:

- All volunteers will be required to undergo a recruitment process, such as references, DBS and other checks and interviews that are appropriate and proportional to the duties assigned to them.
- Volunteers who are carrying out a regulated activity, for example being left unsupervised with children or providing personal care to children should be subject to an enhanced DBS check, including barred list information.
- New volunteers who are not carrying out regulated activity but who have an opportunity for regular contact with children will be subject to an enhanced DBS check, but this may not include a barred list check.
- For other volunteers who are not carrying out regulated activity and do not have regular contact with children, the head teacher/principal will carry out a risk assessment to decide whether an enhanced DBS check should be carried out depending on:
 - the nature of the role

- what information is already known about the volunteer
- what references from work or volunteering activity the volunteer has provided regarding suitability
- whether the role is eligible for an enhanced DBS check.
- The school will ensure that all volunteers are competent to carry out the duties assigned to them and are only assigned duties that are suitable to their qualification and experience.
- Volunteers carrying out regulated activity but for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.
- All volunteers will be fully inducted in relation to all school policies and procedures.

14 Other professionals

Visitors with a professional role will have had the appropriate vetting checks undertaken by their own organisation. This will be recorded on the SCR. They should provide evidence of their professional role and employment details (an identity badge for example). If necessary, the school will contact the relevant organisation to verify the individual's identity.

Professionals will complete signing in/out forms and wear a school I.D. badge

15 Managing allegations against adults

The school will follow the BANES Managing Allegations Protocol/South West Child Protection Procedures for managing allegations against staff.

- 15.1 Where anyone in the school has a concern about the behaviour of an adult who works or volunteers at the school, they must immediately consult the DSL/Headteacher. The DSL will then contact **Lorraine Matson**, FS4S Human Resources Consultant, for consultation as soon as an allegation is made on telephone 07901355805/01793 882569 (or one of the other HR Consultants at FS4S on telephone 01793 882569). If unable to contact the above, the school will contact the **Local Authority Designated Officer (LADO)**, Deputy Head of Safeguarding & Quality Assurance on 01225 396810 or, in the LADO's absence, **Head of Safeguarding, Lesley Hutchinson** on 01225 396339. The LADO must be notified within one working day. The LADO will co-ordinate, record notes and advise on the appropriate action to be taken.

- 15.2 Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation. This school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
- 15.3 Malicious allegations against staff will be investigated and dealt with by the Headteacher and, if appropriate, a committee of governors.
- 15.4 Any concern or allegation against the Headteacher will be reported to the Chair of Governors. If contacted with regard to an allegation against the Head teacher, the Chair of Governors will follow the LA 'Guidance for Chairs of Governors Dealing with Child Protection Allegations against the Head Teacher', and contact **Lorraine Matson**, FS4S Human Resources Consultant for consultation. An allegation must not be discussed with the alleged perpetrator or other members of staff/governors, unless advised to do so by a LA designated officer. We will follow the guidance in Keeping Children Safe in Education 2019 .
- 15.5 The school is legally obliged to make a referral to the Disclosure and Barring Service if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm to children
- 15.6 The school has staff, parent and volunteer codes of conduct in place, which clearly states which behaviours are acceptable and which are not. All adults sign to say that they have read and understood the documents during induction.

If you have concerns about a colleague...

Staff may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

All staff must remember that the welfare of a child is paramount.

MUSIC TUITION

It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.

Music tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:

- *ensure they behave in an appropriate manner and maintain professional boundaries at all times*
- *only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed*
- *make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why*
- *ask the child's permission first and respect their wishes*
- *ensure that the pupil is always nearest the door in the room so that their exit is not blocked*
- *not to share musical instruments in particular woodwind or brass on grounds of health & safety*
- *report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken*
- *strongly suggest that all tutors keep a written record of every lesson*
- *never travel alone with children in a car*
- *seek permission from parents before contacting children by mobile phone, for instance to rearrange a lesson or rehearsal, and use home telephone contacts wherever practicable.*

The school should: carry out a risk assessment around providing music tuition. This should include:

- *providing rooms/spaces that are adequately safe and open locations where the teacher can be easily observed by others, for example a door with glass in it*
- *passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly*
- *sharing information with tutors regarding any needs the student might have which will affect their learning*
- *let parents know when they arrange tuition what level of physical contact may take place as part of the activity*
- *record any reported incidents or issues and deal with these within the framework of the school's own policies*
- *make sure music tutors are aware of the school's safeguarding and staff conduct policies prior to starting.*

16 Training

- 16.1 Governors must ensure that all staff read, are familiar and discharge their duties in relation to *Part One: Safeguarding Information for all staff* (Page 5) in *Keeping Children Safe in Education 2019*.
- 16.2 Staff and volunteers are required to read, understand and implement the guidance published by the DFE as “*Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings*”
- 16.2 The Designated safeguarding lead must receive **multi-agency** child protection training every 2 years and undertake refresher training on specific issues as required.
- 16.3 All staff, both teaching and support, must be provided with child protection training on a regular basis, at least every 3 years. In addition all staff members should receive safeguarding and child protection updates (for example via email, e-bulletins and staff meetings) as required but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Where appropriate, staff will receive additional training in order to effectively carry out their role e.g. safer recruitment training.
- 16.4 Temporary and supply staff must be made aware of basic information in respect of the school’s child protection procedures, including the name of the Designated Safeguarding Lead.
- 16.5 The Designated Safeguarding Lead has undertaken a “Train the Trainers” Course and will induct new staff/volunteers to ensure they are aware of the CP practices, policies and codes of conduct within the school and ensure they receive appropriate training.
- 16.6 The Designated Safeguarding Lead and the Deputies should keep up to date with local and national advice and guidance on child protection and attend such additional training as is necessary to effectively fulfil their roles e.g. Prevent: Train the Trainer.
- 16.7 Training records must be kept up to date by schools, recording the date, focus and level of training received by individuals.

17 Roles

The roles of the Designated Safeguarding Lead, The Headteacher, St Mary’s Governing Body and B&NES Children’s Services, are outlined in Appendix 6.

18 Whistleblowing

The school fosters a culture of openness in and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools/colleges are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following;

- **B&NES LADO** Name: Sarah Hogan; Contact details: (01225) 396810
- The following numbers can be used where there are issues regarding the school's overall procedures around safeguarding
 - **B&NES Education Transformation and School Improvement** (01225) 394364
 - The **Ofsted** whistle-blowing line on **0300 123 3155**
 - The **NSPCC** whistleblowing helpline on **0800 028 0285**.

The head teacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and pupils.

19 Review

This policy will be reviewed on an annual basis, and updated where appropriate, however if a weakness is identified in school procedures or new guidance is issued by the local authority or DFE, the policy will be reviewed and revised.

Adopted by the Governing Body: September 2015

Reviewed	March 2016	March 2017
	October 2017	August 2018
	August 2019	

Signed _____ Chair of Governors

Next Review: September 2020

Appendix One: Categories of Abuse and Specific Safeguarding Issues

Neglect: is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, anal or oral sex) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional abuse: is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions beyond the child's developmental capability as well as the overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve serious 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.

Child Sexual Exploitation (CSE): is a form of sexual abuse 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. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of

children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time;
- Children who regularly miss school.

Female Genital Mutilation (FGM): comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. FGM is an unacceptable and illegal practice (in the UK) for which there is no justification. It is child abuse and a form of violence against women and girls. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

It will be rare for school staff to see visual evidence, and they should not be examining pupils, but they must inform the DSL immediately if they suspect a girl is at risk of FGM.

Additional information for teachers: FGM Mandatory Reporting Duty

By law, teachers must report to the **police** (individually) any 'known' cases of FGM in under 18s.

Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM

(pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Radicalisation: protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Staff should use their judgement in identifying children who might be at risk of radicalisation and speak to the DSL if they are concerned about a child. The DSL will act proportionately which may include making a referral to the Channel programme.

Peer on peer abuse: allegations of abuse made against other children. At St Mary's we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. Occasionally, safeguarding allegations may be made against children by others in the school. This is most likely to include, but not limited to:

- bullying (including cyber bullying),
- gender based violence/sexual assaults and
- sexting.

As with all safeguarding concerns the DSL should be informed.

Sexual violence and sexual harassment between children in schools: It is imperative to remember that sexual violence and sexual harassment can occur between two children of *any* age and *any* sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

Staff will:

- make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- ensure that sexual violence and sexual harassment is not tolerated or dismissed "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

As with all safeguarding concerns the DSL should be informed.

Further Government guidance on the issues listed below can be located via	
alternative provision	https://www.gov.uk/government/publications/alternative-provision
bullying including cyberbullying	www.gov.uk/government/publications/preventing-and-tackling-bullying
Channel	www.gov.uk/government/publications/channel-guidance
children missing from school	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268987/cme_guidance.pdf
children and the court system	www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds
children with family members in prison	https://www.nicco.org.uk/
child criminal exploitation	https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines
domestic violence	www.gov.uk/guidance/domestic-violence-and-abuse
drugs	www.gov.uk/government/publications/drugs-advice-for-schools
fabricated or induced illness	www.gov.uk/government/publications/drugs-advice-for-schools
faith abuse	www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief
forced marriage	https://www.gov.uk/guidance/forced-marriage
gangs and youth violence	www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence
gender-based violence/violence against women and girls (VAWG)	www.gov.uk/government/policies/violence-against-women-and-girls
hate	educateagainsthate.com/
homelessness	www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities
mental health	www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
missing children and adults	www.gov.uk/government/publications/missing-children-and-adults-strategy
physical intervention	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf
private fostering	www.gov.uk/government/publications/children-act-1989-private-fostering
relationship abuse	www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/
sexual violence and sexual harassment between children	Page 83-86 KCSIE 2018
sexting	www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
trafficking	www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

Appendix Two: Child Protection 'Cause For Concern' form

CONFIDENTIAL REPORTING FORM FOR THE USE OF STAFF AND VOLUNTEERS

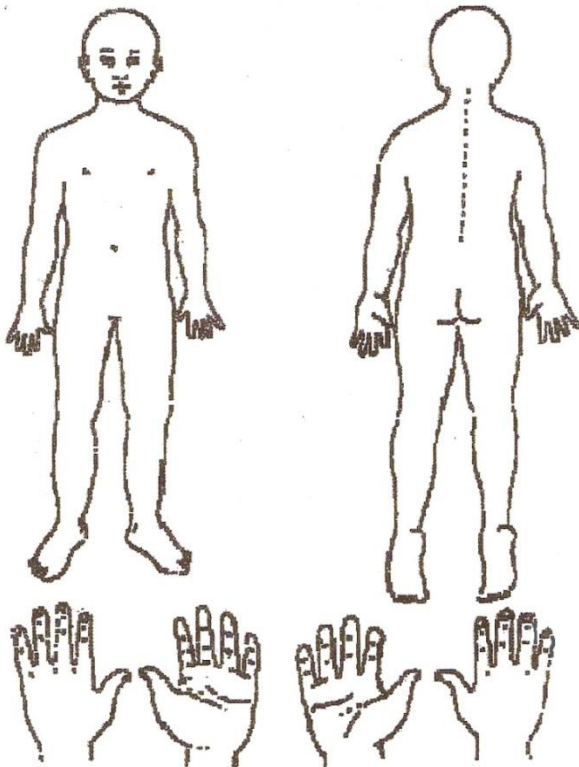
Please complete this form if you have any concerns about a child's welfare.

1. Pass the completed form, in confidence, to Designated Safeguarding Lead, **Miss Alice Brown** in her absence, to the Deputy DSLs, **Mrs Janice Purnell** or **Mr David Finlay**.
2. The DSL will now assume responsibility and take any necessary action on behalf of the child.
3. Please remember you must not make any investigation yourself.
4. This procedure is in accordance with government guidelines and our Child Protection Policy

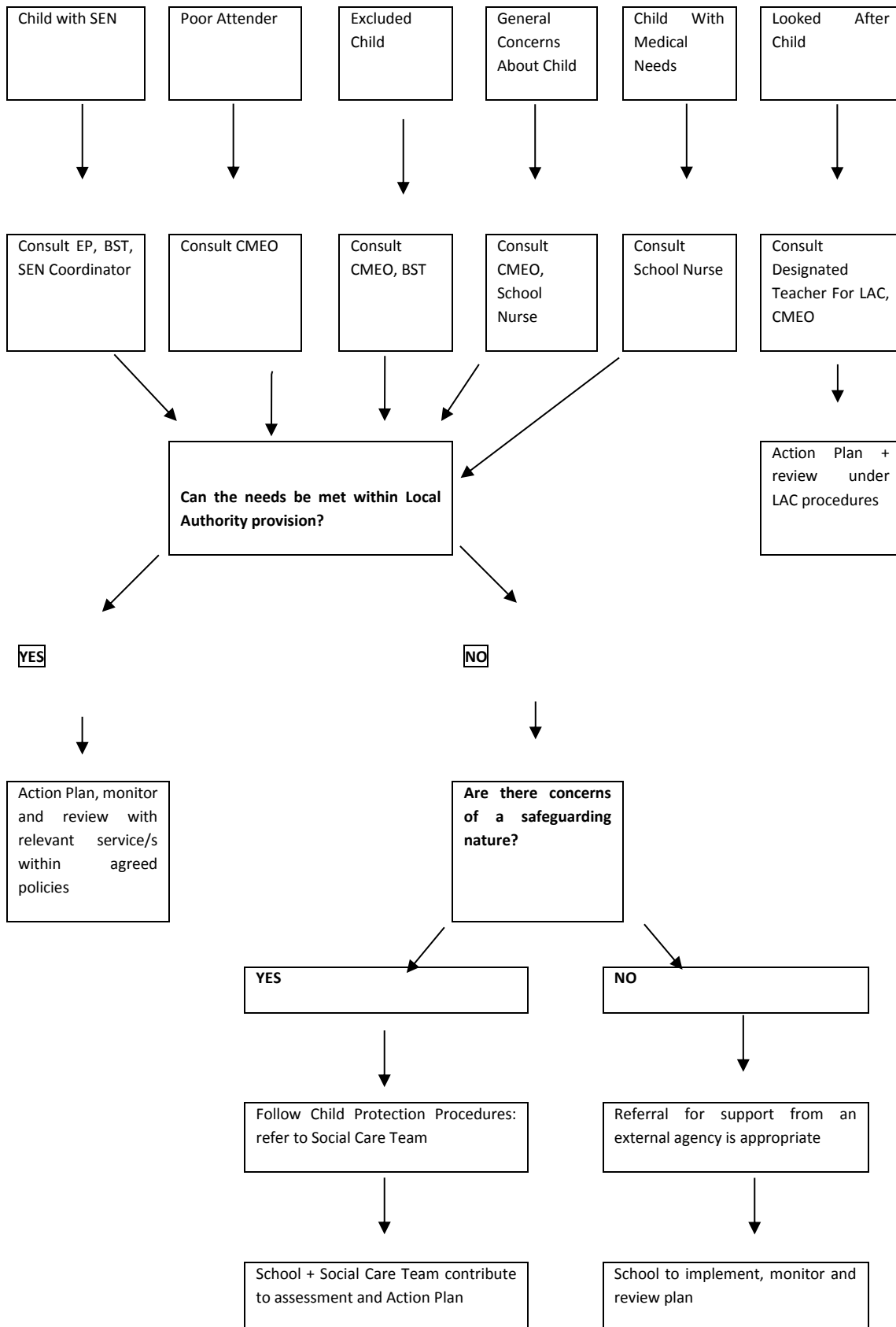
Name of Child		DOB
Date of Concern		
Nature of Concern <ul style="list-style-type: none"> • Include observations • Write factually • Do not ask leading questions • Do not promise confidentiality • Record what, if anything, was said, using the child's / adult's own words • Continue on additional sheet(s) if necessary. 		
Name of person reporting		Role
Signature of person reporting		Date
Action taken by DSL		
Why was this action taken?		
Signature of DTCP		Date
Review / Final Outcome		
Signature of DTCP		Date

Appendix Three: Body Map

Body Map



Appendix Four- Chart for Managing a Child In Need Concern

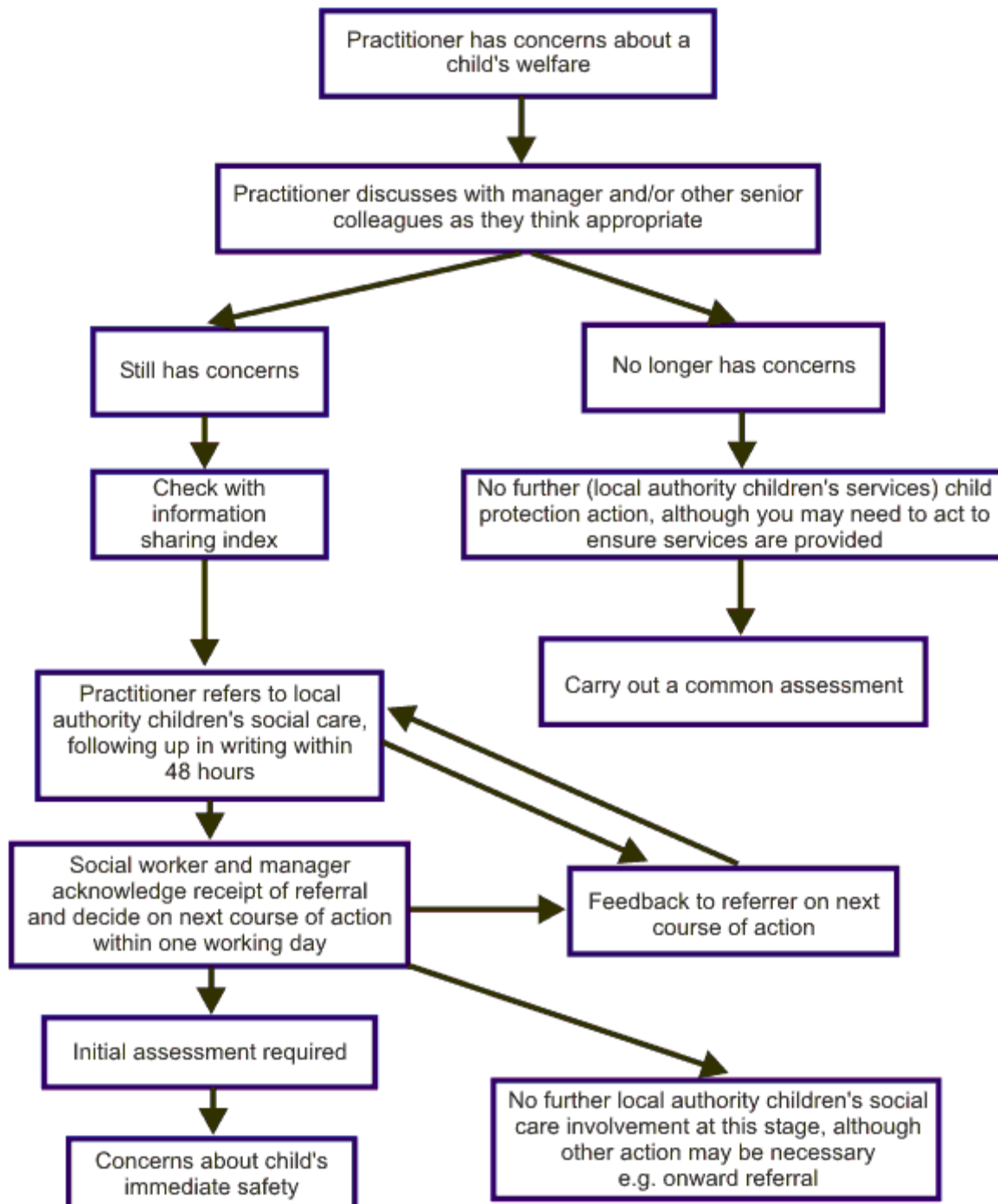


Appendix Five – Flow chart for managing a Child Protection Disclosure



**South West Safeguarding and
Child Protection Group**

Referral Flowchart



Appendix Six – PROCEDURE FOR NON-COLLECTION OF CHILDREN FROM SCHOOL

Parents are asked to provide the details of the person who will normally collect the child and will be informed of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child.

The school will also ensure that it holds the details of at least two people who can be contacted in an emergency in the event that the child is uncollected.

Parents are asked to inform schools in writing, where children are subject to court orders that limit contact with a named individual – and provide evidence that this is the case that can be held on file.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave but contact the parent immediately.

If a child is uncollected at the end of the school day, the school will follow this procedure:

- The school will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- The school will contact B&NES Children's Services and put them on notice at 3.45 pm if there are difficulties in contacting parents or other family members.
- If no contact can be made with the parent by 4pm, the school will contact the B&NES Children's Services who will arrange for a social worker to collect the child or make arrangements for the child.

The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.

Where children are regularly uncollected or collected late, this should be discussed with the designated safeguarding lead and reported to the Children's Missing in Education Service. If there are also child protection concerns, a referral should be made to B&NES Children's Services.

Appendix Seven: Roles

St Mary's Designated Safeguarding Lead

The designated safeguarding lead (and their deputy) is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required.
- liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- keep staff, the head teacher and the board of governors informed of on-going safeguarding and child protection issues and enquiries, in accordance inline with information sharing protocols and statutory duties.
- ensure the school's safeguarding and child protection policies are up to date and consistent with B&NES Safeguarding Children Board policies; and reviewed annually
- ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them;
- attend regular training (in line with LSCB requirements), including Prevent awareness and Exploitation training, and Child Protection Forums meetings hosted by B&NES - in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices
- be available during term time (or ensure a Deputy is) for staff in the school to discuss any safeguarding concerns.
- provide regular updates received from B&NES Council and LSCB to all staff members and governors on any changes in safeguarding or child protection legislation (updated information will be provided by B&NES at the Child Protection Forum meeting and safeguarding trainers via LSCB bulletins)
- have an awareness of those children who may be in need, young carers and children who have special educational needs / disabilities and liaise with the SENCO when considering any safeguarding action for a child with special needs;
- liaise with the designated teacher for LAC/Post LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child;

- oversee child protection systems within the school, including the management of records, standards of recording concerns and referral processes;
- provide a link between the school and other agencies, particularly B&NES Children's Services and the B&NES Local Safeguarding Children Board;
- attend child protection case conferences in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group (for children who are not deemed to be at risk but who have a child in need plan, the school / college will contribute to the development and monitoring of that plan)
- carry out the school's role in implementing the child protection plan and continually monitoring the child's wellbeing, and liaising with the allocated social worker as required.
- ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools or colleges to enable continued support to the child on transfer.

St Mary's Headteacher

The head teacher will ensure that the school meets its statutory safeguarding duty by ensuring the following:

- Staff are inducted thoroughly, have read (and confirmed in writing that they have read) all of the school's safeguarding and child protection policies, behaviour policies and the B&NES children missing from education policy so that they are fully aware of their role in safeguarding children and are able to fully implement policies.
- Ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every 3 years and receive regular updates (eg: via email, e-bulletins and staff meetings) as required, but at least annually;
- Ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved;
- All staff are able to identify those children who need extra help and can make appropriate referrals to early help services.
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and can make appropriate referrals to B&NES Children's Services.
- Staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.

- Safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.
- The school offers a safe environment for staff and pupils to learn, and for children who may have concerns to report them.
- The school's curriculum details how children are educated to be safe and to recognise and stay safe from abuse.
- Ensure that the Single Central Record is kept up-to-date, and contains details of all checks carried out and the outcome of these checks – including receipt of compliance statements where staff are recruited via third parties such as supply agencies
- Safeguarding issues are brought to the attention of the governing body.

St Mary's Governing Body

- The governing body will ensure that all statutory duties with regard to child protection are fulfilled, as detailed in any "Safer Recruitment in Education Guidance" and "Keeping Children Safe in Education 2019".
- The governing body will ensure safeguarding policies and procedures covering early help and child protection, that are consistent with B&NES Safeguarding Children Board procedures (and B&NES internal policies if a maintained school), are in place and updated annually.
- The school will complete the school safeguarding annual audit, in partnership with the designated Governor for Safeguarding. A copy of this report must be sent to the Head of Safeguarding on completion.
- The governing body will ensure that weaknesses identified; within the annual school safeguarding audit; through on-going monitoring of child protection procedures; other sources, are addressed explicitly within the School Improvement Plan. The governing body will regularly monitor the implementation and impact of the identified actions.
- The Designated Governor for Safeguarding, in liaison with the designated person, will ensure that the school has a child protection policy and procedures in place, which are known to all members of staff, and up-dated annually.
- The governing body will ensure there is a nominated designated person for looked after and previously looked after children, and that they have received appropriate training for their role.
- The governing body will ensure that staff receive a thorough induction, including on the school's approach to safeguarding, as soon as possible after joining and at most within seven days of their start date. Staff are given copies of all relevant safeguarding and child protection policies including the staff code of conduct policy (covering staff/pupil relationships and communications and staff use of social media); and are required to read them.

- The governing body will ensure staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the school and there are robust whistleblowing procedures in place.
- The governing body will ensure steps are taken to ensure parents and pupils are aware of the school's safeguarding and child protection policies and procedures.
- The governing body will ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line.
- The governing body will ensure the school has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.
- The governing body will ensure at least 1 member of the governing body has undertaken accredited safer recruitment training.
- All staff receive safeguarding and child protection training at least every 3 years and receive regular updates (eg: via email, e-bulletins and staff meetings) as required, but at least annually, from the designated safeguarding lead to ensure they remain up to date with new legislation and current local and national safeguarding issues.
- The school has procedures in place to deal with allegations made against other pupils.
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children, and there is a robust system in place for gaining feedback from pupils.
- The governing body controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

B&NES CHILDREN'S SERVICES

The Directorate includes Specialist and Targeted Children's Services; safeguarding and Quality Assurance services and Education services; they are responsible for:

- co-ordinating the delivery of integrated children's services within B&NES, including an early help service
- providing statutory social work services under the Children Act 1989 and the Children and Social Work Act 2017; Working Together 2018; Keeping Children Safe In Education 2019 and all associated guidance and other relevant legal frameworks
- providing the maintained schools with advice, support and guidance, model policies and procedures, training in relation to all aspects of safeguarding children
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)

- taking responsibility for those children who are not in education, including children who are known to be home educated.

Bath and North East Somerset Council CONTACT DETAILS as of 1.9.2019

Deputy Safeguarding Lead and Local Authority Designated Officer (LADO):

Name: Sarah Hogan Contact details: (01225) 396810

Email: LADO@bathnes.gov.uk

Director of Safeguarding and Quality Assurance

Name: Lesley Hutchinson Contact details: (01225) 396339

Director of Children Services

Name: Mary Kearney-Knowles Contact details: (01225) 396289

Service Manager Care Outcomes

Name: Rachael Ward Contact details: (01225) 477914

Service Manager Safeguarding Outcomes

Name: Leigh Zywek Contact details: (01225) 477394

Children and Families Duty and Assessment Team Managers

Names: Vicki Treasure and Sarah Riley Contact details: (01225) 396312 or (01225) 396313

Email: ChildCare_Duty@bathnes.gov.uk.

Director for Education and Transformation

Name: Margaret Simmonds-Bird Contact details: (01225) 394290

Virtual School Headteacher

Name: Sarah Gunner Contact details: (01225) 477395