



Safeguarding Policy

(to be read in conjunction with Child Protection Policy)

September 2019

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EVERSFIELD PREPARATORY SCHOOL TRUST

SAFEGUARDING POLICY STATEMENT

- This policy sets out how the governing body of **EVERSFIELD PREPARATORY SCHOOL** is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002 or Section 157 in relation to independent education provisions, academies and post-16 providers.
- The safeguarding policy applies to all staff (teaching and non-teaching), governors, volunteers, temporary and supply staff working in the education provision.
- This policy will be reviewed annually by the governing body and is in line with the requirements of Working Together to Safeguard Children (DfE, August 2018), Keeping Children Safe In Education (DfE, September 2019), Prevent (2015), Inspecting safeguarding in early years, education and skills settings Ofsted document (August 2018), Independent Schools Inspectorate Regulatory Requirements (2019).
- This policy is made available to parents via the school website

The Safeguarding Policy was ratified by governing body / trustees of **EVERSFIELD PREPARATORY SCHOOL** on **1st October 2019**

Governors' Committee Responsible:	Full Board
Governor Lead:	Mrs Christine Skouby
Nominated lead member of staff:	Mr Robert Yates
Status and Review Cycle	Statutory Annual
Next review date:	Michaelmas term 2020

Chairman of Governors: **Dr Timothy Brain**

Safeguarding Governor: **Mrs Christine Skouby**

MISSION

Eversfield offers an outstanding, broad education within a safe, caring, happy, family atmosphere where the talents of every child are valued and nurtured. We achieve excellent results in a school where the Christian principles of mutual care, respect and encouragement underpin everything that we do.

AIMS

- To promote high moral standards through clear and relevant Christian teaching.
- To provide a wide breadth of experiences and opportunities for all our children to discover and develop their individual talents.
- To support our children in becoming valued members of society so that they may develop self-confidence, ask questions, seek new experiences, not be afraid to make mistakes, express themselves confidently and modestly and develop team and leadership skills.
- To provide a safe, supportive, healthy educational environment, with buildings, facilities and staff that enable our children to learn and develop.
- To ensure that our children receive excellent pastoral care.

POLICY STATEMENT

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

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

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

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

POLICY AIMS

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

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

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

To ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the education provision prospectus. This policy is made available to parents on request and published on our School website www.eversfield.co.uk.

LEADERSHIP AND MANAGEMENT OF SAFEGUARDING GOVERNING BODY/BOARD OF TRUSTEES

The Governing body/board of trustees is responsible for:

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

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

SPECIFIC SAFEGUARDING ROLES IN SCHOOL

The **Local Safeguarding Children Partnership** is **Solihull LSCP**.

The **nominated safeguarding governor** is **Mrs Christine Skouby**. She is responsible for safeguarding and to champion good practice; to liaise with the Headmaster and to provide information and reports to the governing body.

The **Designated Safeguarding Lead for Child Protection** is **Mr Robert Yates, Headmaster**.

Mrs Jemma Webb leads on safer recruitment work. (In the event of the recruitment of a Headmaster, governors will lead the recruitment.)

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

The **case manager for dealing with allegations against the Headmaster** is **Dr Timothy Brain, Chairman of Governors**, who should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.



The **Designated Teacher for Looked after Children** is **Mrs Amanda Dean, Inclusion Manager** who will liaise with the DSL as appropriate.

The **Personal, Social and Health Education** lead is **Mrs Sarah Sliney, Director of Pastoral Care**.

The **Medicines in school** lead is **Mrs Hazel English, School Nurse**.

The **First Aid** lead is **Mrs Hazel English, School Nurse**.

The **Online safety** leads are **Mr Marc Sliney and Mr Mark Newman**.

The **Preventing radicalisation** lead is **Mr Robert Yates, Headmaster**.

The **Behaviour and Anti-bullying** lead is **Mrs Sarah Sliney**.

The **Health and Safety** lead is **Mr Tony Phillips**.

The **Environmental Health** (particularly food hygiene) leads are **Mr Tony Phillips and Mr Kevin Melville (kitchen)**.

The **Educational Visits** lead is **Mr Marc Sliney**.

The **Attendance** lead is **Mrs Lindsay Harryman**.

The **School Nurse** is **Mrs Hazel English** (07772 782 636 (or internal speed dial 207)).

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

RESPONSIBILITY AND ACCOUNTABILITY

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

All staff members, governors, volunteers and external providers:

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

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

All staff:

- Have a responsibility to provide a safe environment in which children can learn.
- All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- All staff then have a responsibility to take appropriate action, working with other services as needed.

SAFEGUARDING IN THE SCHOOL CURRICULUM

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

INTERNET / ONLINE & DIGITAL SAFETY

Our online safety policies and procedures are framed within *Keeping children safe in education* (appendix C) available at: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>.

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

All children from Form 1 upwards have access to the School's computer network. From Form 1 each child is issued with a user name and password. Pupils are able to log on to the network to access information in their own directory.

Once pupils have become proficient in using the network, they are introduced to the internet and email. Before any child is able to use the internet, his/her attention will be drawn to the Rules for Responsible Internet Use. These are also shared with parents. Copies of this are displayed in the school's main Computing teaching area. The teacher responsible for the delivery of the Computing curriculum in each year group will regularly remind pupils about appropriate internet and email rules. The information contained in the school's Rules for Responsible Internet Use and the school's e-Safety Policy explains how the school has put in place safeguards to avoid the potential problems that unrestricted internet access can give rise to. The Computing curriculum also includes specific units of study related to safer internet use and the dangers of online activity. Online and digital safety is a focus in all areas of the curriculum and our staff reinforce safety messages throughout the curriculum.

CPD on safer internet use and appropriate online activity is included in the cycle of staff INSET.

Workshops are held for parents to attend highlighting the dangers of online activity. Pupils will also receive training through units of work in the Computing and PSHE curriculum covering online safety, and the annual Internet Safety day when School holds workshops for pupils either in-house or with outside speakers.

Filtering and Monitoring

We do all that we reasonably can to limit users' exposure to online risks when using our IT systems and we ensure we have appropriate filtration and monitoring systems in place. We take into account the age range of our pupils, the number of pupils, how often they access the IT system. All website traffic is logged, monitored and filtered by the school's Network Manager using an advanced on-site, internet security package.

E-Safety Policy

The School has a separate E-Safety Policy that applies to all members of our community (staff, pupils and visitors) – *anyone* who has access to any of our digital technology systems, both inside and outside the school. Visitors also includes parents and carers, governors and community users.

Mobile technologies – using connected and recording devices

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

No pupils are allowed mobile devices of their own in school.

All staff devices come under the same acceptable use policy as for other IT/ media equipment.

Use of social media

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

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

Appropriate media recordings are taken (including pupils) to capture curriculum activities, wider activities or as celebrations of school life. Any such recording must only be taken on school equipment and not taken from the school premises.

- Written permission from parents or carers (consent form) must be obtained before media recordings of pupils are published on the school website/social media or in the press.
- Staff and volunteers are allowed to take media recordings to support educational aims, but must follow school policies concerning the sharing, distribution and publication of the media or files. Those media recordings should only be taken on school equipment unless there is prior agreement with the Headmaster.
- All school media recordings will only be stored, edited or archived onto school systems and equipment unless there is prior agreement with the Headmaster.
- Pupils must not take, use, share, publish or distribute media recordings of others without their permission.

Information and data security

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

There is further guidance on use of IT and media under [safeguarding – staff section](#).

Supporting Staff Working in Difficult Situations

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

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

PUPIL WELFARE

Equal opportunities

We believe that equal opportunity is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have an equal opportunity to learn and work towards their highest possible levels of achievement. The 'Vision and Values' which we uphold as a school help to emphasize equal opportunities for all staff and pupils at all times. All personnel are responsible for ensuring that we implement this policy.

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

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

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

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

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

Behaviour and Anti-Bullying

Good behaviour is essential in any community and at Eversfield Preparatory School, there are high expectations of the children. There is always an emphasis on positive behaviour and the Behaviour Policy lays out a list of recognised rewards and consequences for children, depending upon their age.

As laid out in the Anti-Bullying Policy, the school will not tolerate any forms of bullying. Offenders will be dealt with firmly in accordance with procedures as outlined in the School's Behaviour and Anti-Bullying Policies.

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

Child Protection

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

Pupils in need

Pupils who have suffered or are likely to suffer significant harm must be dealt with according to the Child Protection and Safeguarding policy and should be reported to Children's Services (MASH) without delay. However, there are children who are still **in need of additional or early support** from one or more agencies in order to address their problems and ensure that they are kept safe and supported. It is also a duty of the school to seek the support they need through liaison with the Inclusion Manager (Mrs Amanda Dean) and where necessary through Early Help, the Common Assessment Framework (CAF) and Engage services. Such children are discussed either in the forum of Staff Meeting or with the Headmaster (DSL) and Inclusion Manager (Mrs Dean) to assess the level of action and source of support needed.

Child protection policy link – [Child Protection Policy](#)

Supporting Children

As a school, we recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We accept that they may feel helpless and humiliated. Attendance at school may provide the only stability in their lives. Eversfield Preparatory School will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with other support services and those agencies involved in safeguarding children.
- Providing continuing support to a pupil about whom there have been concerns, and ensuring all information is forwarded, under confidential cover, to the pupil's new school.

Pupils with Child Protection / Child in Need Plans

- The school will support pupils who are subject to a child protection or child in need plan, in accordance with his/her agreed plan.
- The school will notify any concerns about a child who has a child protection/in need plan or is known to have an allocated social worker, to the child's social worker or in her/his absence the manager or a duty officer in the team.

Pupils with Special Educational Needs and Disabilities

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

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

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

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

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force." (KCSIE 2019, DfE, paragraphs 104 and 105).

The Use of Reasonable force

Staff are discouraged from handling children and in accordance with the law there is no corporal punishment allowed by the school. However, the Headmaster has authorised all teaching staff to use reasonable force in the circumstances listed below, to prevent a pupil from:

- committing an offence;
- causing personal injury or damage (including to themselves)
- engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.

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

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

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

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Headmasters and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

Playtimes

All children are adequately supervised at playtimes and should remain within sight of the members of staff on duty.

Medicines in School/Supporting Pupils with Medical Conditions

This school is an inclusive community that welcomes and supports pupils with medical conditions. We provide all pupils with any medical condition the same opportunities as others at school. All staff understand the medical conditions that affect pupils at this school. Staff receive training on the impact medical conditions can have on pupils. Further information can be found in our Medical policy.

It is important that the School nurse works closely with the designated safeguarding lead and the Inclusion Manager to ensure appropriate information is shared to safeguard pupils.

First Aid

The school has a dedicated School Nurse and two qualified First Aiders at Work. The qualified first aiders are supported by a team of Appointed Persons who are first aid trained. Guidelines relating to first aid matters may be found in the Staff Guidebook. The School also has a Medical Policy.

In the event of a minor accident, first aid boxes and incident record sheets are available at designated areas in all main areas of the school.

Intimate Care

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

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

Dismissing Children

Children will only be dismissed to parents/known family members/other adults after parental consent (normally via the Contact Book, Record Book or Upper School Planner). Any children who leave school during the school day will be taken to the School Office to await collection from the front of school.

In the event of a parent failing to collect a child from school at the expected time:

- Children in the Nursery who are not collected at the end of their session, or at their expected collection time, remain in the Nursery to await collection (supervised appropriately)
- Children in Reception who are not collected at 3.30pm are taken to the Nursery to await collection. They are supervised by the 'late supervision' staff.
- Children in Forms 1&2 who are not collected at 3.45pm are taken to the Nursery to await collection. They are supervised by the 'late supervision' staff.
- Children in Upper School who are not collected at 4.05pm are taken to the School Office to await collection.
- If a child is sent to the Nursery, a member of staff who is supervising the child will contact the School Office to check that the child's collection arrangements have not been altered.
- If the child (Upper School) has been taken to the School Office, a member of the Office Staff will try to contact the parents of the child to notify them that their child has not been collected.
- Any children still on the site at 5.30pm, will be taken to the School Office. The school will do everything possible to contact the child's parent to find out how long a delay there may be before collection whilst the children remain supervised by a member of staff by the School Office, until they are handed to parents / guardian.
- In the event of a child not being collected and no guardians being contactable after a considerable period of time, (dependent on circumstances) MASH will be contacted.

Missing Child Procedure

During the school day:

In the event of a member of staff raising the alarm that a child is missing, the following guidelines will be adhered to:

- All teaching areas and toilets within the building will be searched.
- Staff will check the exits to the building to see if any are open, and close them immediately.
- Staff will check the outside play areas.
- Staff will check the wider area surrounding the buildings, and send a member of staff to the Manor Road entrance/hotel gate entrance to check whether the child may have left the premises (if either gate is open).
- The Deputy Head or a member of the Leadership Team will be notified.
- The School Office will be notified, who will, in-turn, inform the Estate Manager and Headmaster.
- After a period of 30 minutes, parents will be notified that their child is missing from school.
- After a period of 1 hour police and MASH will be contacted.

Attendance / Persistent absence

All pupils are registered with the school on the Admissions Register and the Attendance register in which daily attendance (morning and afternoon) is recorded.

The registrar will ensure that all absences are accompanied by an explanation from the parent/guardian either by letter, absence request form, email or telephone conversation. Absences will only be authorised for legitimate reasons. Any unexplained absences will be followed-up until an explanation is given.

The registrar is responsible for monitoring absences to look for regular patterns and excessive sessions a child may be missing from school. Letters are sent to parents who are persistently late or absent.

The Headmaster (DSL) will discuss with parents any such patterns that cause concern and determine whether Early Help or referral is necessary.

The local authority (LA) will be informed if a child is:

- absent from School regularly, frequently, or without permission for a continuous period of 10 school days or more,
- to be removed or added to the admissions register at non-standard transitions.

Sex and Relationships Education

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

Drug and Alcohol Education/Managing Substance Related Incidents

Our Drug Awareness policy outlines the school's approach to teaching about drugs and alcohol across the school and meeting the statutory responsibilities in this area. It includes our approach to managing substance related incidents.

Looked After Children and Previously Looked After Children

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

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

The designated teacher for looked after children is responsible for ensuring an education provision map is in place for each looked after child in the school, and liaising with the home local authority virtual school for looked after children to ensure the highest expectations around educational attainment. The designated teacher works in partnership with the designated safeguarding lead and the social work team of the home local authority around any safeguarding concerns and placement stability issues. The designated teacher will receive appropriate training to undertake the role effectively.

The roles and responsibilities of the designated teacher can be found on the Local Safeguarding Children's Panel website through this link:

http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwj_iioufbAhVilpoKHRoCDncQFggpMAE&url=http%3A%2F%2Fwww.york.org.uk%2Fdownloads%2FVirtual%2520Schools%2FRole%2520and%2520Responsibilities%2520of%2520the%2520DT%2520for%2520LAC%2520Stat.%2520Guidance%2520Final%2520Version%252020.11.09.pdf&usg=AOvVawIYYTVnr5xdrteWqkGd_hv8

Educational Visits and Activities off site

The Director of Communications and Co-Curricular is responsible for Educational Visits and Activities and all Risk Assessments linked with out-of-school activities. All visits and activities are subject to approval by the Headmaster.

The School will take every reasonable precaution to ensure that each educational visit is carried out with the minimum risk. Risk assessments are undertaken for each of the hazards identified, such that suitable and sufficient control measures can be put in place to minimise the dangers for pupils and staff.

All information relating to Educational Visits and Activities can be found in the **Educational Visits and Activities Policy**.

SAFER RECRUITMENT – APPOINTMENT OF STAFF AND VOLUNTEERS

All staff appointed to work in the school or who are employed by another organisation and working with the school's pupils will be subject to suitability checks in line with the requirements of Standard 4 of the Independent School Standards Regulations and outlined in KCSIE 2019, Part 3 prior to appointment. This includes all part-time staff/external agency staff and volunteers who are appointed to work with the children in regulated and non-regulated activity. All staff who work in early years and/or childcare provision or who are directly concerned with the management of such provision, are subject to appropriate checks to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.

Recruitment checks

The following checks form part of the recruitment process:

- Applications for employment are made on the School's application form. CVs are not accepted.
- Applications are scrutinised for anomalies and/or gaps in employment
- At least two references on all shortlisted candidates are obtained, including one from the candidate's current employer
- All shortlisted candidates are required to prove identity and address at interview stage
- All shortlisted candidates are required to provide certificates of qualifications relevant to the role
- In addition to proof of identity, address and qualifications, the School makes the following checks on appointment:
 - Right to work in the UK
 - Enhanced DBS checks (including Barred List check)
 - A separate Barred List check is made if either the DBS is ported from a previous school or if the DBS certificate is not issued (but has been applied for) before employment commences
 - Medical fitness
 - European Community Area Check (ECAC Check)
 - Overseas checks (where applicable)
 - Prohibition from teaching check for all who have any teaching role
 - Prohibition from management check for new members of staff (including governors) who are in a management role
 - Disqualification from childcare (if working in Early Years or before/after school care for children under 8 years of age)

Any adult starting work who has not, for any reason, received their DBS clearance certificate, after application has been made, will not be left unsupervised and will be subject to a risk assessment. The School must have completed all other checks identified in KCSIE 2019, part 3, and received references prior to appointment.

Any visiting speakers invited on site will be registered at the school office and be subject to suitability and identification checks, having regard to Prevent Strategy guidance, prior to being allowed to present.

The school follows the ISI appointment procedure as laid out in the ISI regulatory requirements (September 2019) Part 4, the DFE publication Keeping Children Safe in Education (Sept 2019)

The Headmaster, Deputy Head and Headmaster's PA have been on LA Safer Recruitment Training and one of them must be included on any interview panel for appointments.

In this way we hope to deter, reject or identify people who might abuse children from being a part of this school.

The school will report promptly to the Disclosure and Barring Service (DBS), any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused or posed a risk of harm to a child. The address for referrals is PO Box 181, Darlington DL1 9FA (tel: 01325 953795).

Where a teacher has been dismissed, (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, the school shall refer the matter to the Teaching Regulation Agency (TRA).

Governors

All Governors at the school have been checked for suitability in accordance with guidelines and regulations. Any new Governors will be checked upon appointment according to the guidelines set out in ISI regulatory requirements (2019) Part 4, the DFE publication Keeping Children Safe in Education (Sept 2019).

Single Central Register of Employees (SCR)

The school will hold a Single Central Register of all employees, volunteers, governors and other adults that come into contact with the children in the school, holding all records of pre-appointment checks according to the expectations of KCSIE 2019 and Part 4 ISI Regulations 2019.

SAFEGUARDING – STAFF

Induction of Staff

During induction, all staff will be given advice on School's Health & Safety and Child Protection and Safeguarding procedures and the name of the DSL & Deputy DSLs. They will also receive:

- Child Protection & Safeguarding Policy (including children missing from education policy)
- KCSIE Part 1 and Annex A
- Staff Guidebook including the Staff Behaviour Policy (code of conduct)
- Pupil behaviour and Anti-bullying policies
- eSafety (online safety) Policy and procedures
- Employer's Handbook
- Safeguarding response to pupils who go missing from education
- Access to H&S policy and other school policies.

All staff should be familiar with and adhere to the staff and pupil behaviour policies as outlined in the Employee Handbook, Staff Guidebook and E-Safety Policy. **Staff must take due precautions to ensure that through their behaviour and actions they do not put themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil etc.).**

It is advisable that whenever possible staff should not be alone with pupils for any length of time and that they are visible to other people at such times as they are in a one-to-one situation.

Staff use of personal devices

Staff are not permitted to use their own personal phones or devices for contacting children, young people and their families within or outside of the setting of a professional capacity. Staff are now encouraged to have their own phones during activities in case of emergencies.

- Mobile phones and devices will be switched off or switched on 'silent' mode, Bluetooth communication should be 'hidden' or switched off and mobile phones or devices will not be used during teaching periods unless permission has been given by a member of Senior Leadership Team in emergency circumstances.
- If members of staff have an educational reason to allow children to use mobile phones or personal devices as part of an educational activity then it will only take place if approved by the Senior Leadership Team.
- **Staff should not use personal devices such as mobile phones or cameras to take photos or videos of pupils and will only use work-provided equipment for this purpose**
- Staff should be aware of and adhere to the school's Social Media Policy
- If a member of staff breaches the school policy then it will be viewed as a disciplinary issue.

Staff should avoid carrying pupils in cars on an individual basis, whether on trips, visits or helping out parents. If such an occasion does arise, staff should seek permission from a member of the Senior Leadership Team and transport them in the rear seats of the vehicle.

Staff engaging in sports, individual musical instrument tuition or activity training should avoid personal contact, where possible, when demonstrating or helping instruct pupils and certainly keep this to a minimum especially in activities such as swimming.

Managing Allegations Against staff

All staff are familiar with the provisions and procedures for managing allegations against staff and volunteers (including governors/trustees) and the provision follows the local authority managing allegations policy. <http://solgrid.org.uk/safeguarding/>

Concerns relating to a member of the school staff or other person in a Position of Trust:

- An allegation about a member of staff or a volunteer should be brought to the attention of the Headmaster immediately who will act in accordance with procedures outlined in Keeping Children Safe in Education (Sept 2019)– i.e. by discussing the allegation with the Local Authority Designated Officer (LADO) immediately. Simon Stubbs is the LADO (designated officer) for Solihull and can be contacted on 0121 788 4310 or cpru@solihull.gcsx.gov.uk (please put 'LADO referral' in subject line). The Chairman of Governors must also be kept informed and contacted immediately in the absence of the head.
- The Headmaster will attend any Position of Trust meetings relating to allegations against staff.
- If the suspicion involves the Headmaster, the LADO needs to be informed within one working day. The Chair of the Governing Body is to be informed immediately before any contact with the Headmaster.
- Allegations can be brought directly to the attention of the local authority duty office.

All concerns should be recorded and a chronology of concerns kept by the case manager (Headmaster or Chairman of Governors), an example chronology is provided in [Appendix 4](#).

The Headmaster (allegation against a member of staff or volunteer) or Chairman of Governors (allegation against the Headmaster) should ensure a timely response, and as case manager, maintain oversight of allegations, including oversight of LADO referrals and ensure a timely response to any allegations raised. A template to support this is provided in [Appendix 5](#).

Whistleblowing

Whistle-blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. 'Whistleblowing' is the term ordinarily used to describe the disclosure of information by an employee about malpractice that is occurring within the organisation. This will include any illegal, immoral, irregular, dangerous or unethical activity under their employer's control. This can cover a broad range of matters, including mismanagement, bribery, fraud and health and safety failures.

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

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

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

It is important for members of staff to know that if they have any concerns over poor safeguarding, health & safety or other issues, or a member of staff, including the Headmaster, then they are able to raise their concerns with either the Headmaster (DSL) or the Chairman of Governors. All concerns which are made in good faith can be raised without fear of repercussion. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the SLT and/or the governing body. Any concern raised shall be investigated according to the procedures set out in this policy.

The NSPCC Whistleblowing Helpline is available for staff who do not feel able to raise a concern regarding child protection failures internally – 0800 028 0285 help@nspcc.org.uk



Further advice about whistleblowing is available at www.gov.uk/whistleblowing.

SAFEGUARDING - SITE PRECAUTIONS

Health and Safety

The school has a Health and Safety Policy which is monitored and reviewed regularly. The Estates Manager and ultimately the Headmaster, is responsible for Health and Safety of children, employees and the school site. Our health and safety policy outlines our procedures in ensuring the site and premises are safe and secure. This includes risk assessment procedures and subsequent plans of action to mitigate risks.

Site Security

Eversfield Preparatory School provides a secure site. However, it is accepted that the site is only as safe and secure as the people who use it. All employees are asked to adhere to the following recommendations and exhibit vigilance at all times. Laxity can cause potential problems to safeguarding.

Key measures in place to aid site security include:

- Manor Road gates are locked during the day (a timetable of access times is available) with access by thumbprint readers only except for pick-up and drop-off times.
- Ensuring the swimming pool area is locked at all times when not in use.
- Ensuring all external doors have digi-locks or thumbprint access points which are in use at all times and not blocked open.
- Ensuring visitors to the site always enter through the Reception area and are asked to sign in and wear a visitor badge at all times.

Staff are instructed to challenge any unaccompanied person seen on the school site and check their authenticity with the office.

Smoking within School

Eversfield adheres to a strict no smoking policy throughout the school and its grounds.

Procedure for the evacuation of the premises for Fire or other Emergency

All adults, including visiting students and children are made aware of emergency procedures. There is a fire emergency plan in all teaching and administrative areas of the school. We ensure an annual fire risk assessment takes place and any actions are swiftly addressed. Regular fire evacuation drills take place and logged on the fire evacuation log. Any actions identified through fire evacuation drills are addressed.

Each department of the school is evacuated regularly so that children and staff know the procedure to follow in the event of a real emergency. A fire risk assessment is in place and updated annually.

In the event of needing to evacuate the premises for any other emergency, the fire alarm will be used to raise the alarm and children and adults will follow the fire drill procedures. The assembly point for evacuation from each part of the school is listed on the fire emergency plan information.

Crisis management policy

Incidents and emergencies can occur at any time. Our education settings and young people are not immune from such incidents and often the impact of an incident can have far reaching effects in the wider community. For this reason we have guidance on procedure for a number of critical incidents. Although it is not possible to cover all possibilities we have included several that may occur and can be adapted for other similar incidents. We are also aware of EASEE support and guidance that can be found at the link below. This includes emergency school lockdown procedure and bomb and suspicious package information - <http://cswprepared.org.uk/>

Vehicular Access to the Site

There is vehicular access to the grounds at the Manor Road entrance to the school. The school boundary lies at the end of the drive and is marked with double gates. To reduce the risk of accidents/injury to children, parents are notified that when both gates are open, there may be vehicular use and they should proceed with caution. When one gate is open, pedestrians may walk safely down the drive. Children are not permitted to use the driveway unless accompanied by a parent, member of staff or other adult.

Dogs

Due to the risk of infection from toxocariasis and the general nuisance caused by fouling, the exercising of dogs in the school grounds is strictly prohibited. Parents dropping/collecting children from school are not permitted to bring dogs into the grounds. Guide dogs will be exempt.

Trespassers

The school and its grounds are private property and only persons with permission are entitled to be on the premises. All other persons with no need to be on the premises are trespassers and may be asked to leave forthwith. Legally, it is permissible to use 'reasonable force' to remove trespassers, but realistically, the police will be contacted if any trespasser refuses to leave.

Children who notice unfamiliar persons (who do not have a visitor badge) on the premises are told to inform a member of staff immediately. Members of staff should not put themselves in danger when dealing with trespassers.

Minibus use

The school has three minibuses which are used regularly by children in all departments of the school. The minibuses are well equipped, having passenger seat belts, a fire extinguisher and first aid kit. Drivers are properly trained, and make themselves and their passengers familiar with the location and operation of safety items, especially the use of emergency exit doors. Passengers' seat belts are to be fastened at all times, and no loose packages are allowed.

All staff who drive the school minibus have taken a short course run by MiDAS (Minibus Driver Awareness Scheme).

Barring of individuals from school premises

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

<https://www.gov.uk/government/publications/school-security> Legal advice should always be sought. A model letter is provided in [Appendix 3](#).

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

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

Complaints

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

Evaluating and Monitoring Process

Our Safeguarding Policy will be monitored and evaluated by:

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

Success Criteria:

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

APPENDIX I: GOVERNORS' SAFEGUARDING RESPONSIBILITIES CHECKLIST

KCSIE Governing Body / Proprietor responsibilities from KCSIE (September 2019)

Statement	Evidence
Legislative Frameworks	
All governors and school leaders have read Keeping Children Safe in Education (DfE 2019) Part 2.	
Governors ensure the school or college contributes to inter-agency working in line with Working Together to Safeguard Children 2018: <ul style="list-style-type: none"> - Providing a coordinated offer of early help when additional needs of children are identified. - Contributing to inter-agency plans to provide additional support to children subject to child protection plans. - Allowing access for children's social care staff to carry out their work. 	
School ensures safeguarding arrangements take account of the procedures and practice of Solihull Local Safeguarding Children's Partnership.	
A member of the governing body (usually the chair) is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse being made against the Headmaster/principal/proprietor or member of governing board of an independent school.	
School has effective policies in place which are provided to all staff including temporary staff and volunteers: <ul style="list-style-type: none"> - Safeguarding policy - Child protection policy - Staff behaviour policy - Pupil behaviour policy - Attendance policy 	
School's child protection policy describes procedures and reflects current government guidance (KCSIE 2019) and locally agreed LSCP procedures.	
School's child protection policy is updated (at least annually) and made available publicly on the school website (or by other means).	
Head teachers and principals fully adopt these policies and procedures which are ratified by governing bodies and proprietors.	
Governors hold school leaders to account for pupil attendance rates for: all pupils, disadvantaged pupils, disadvantaged free school meal pupils, pupils with special educational needs and disabilities, Gypsy Roma Traveller Pupils and persistently absent pupils.	
Governors hold school leaders to account for off-rolling. "Off-rolling is the practice of removing a pupil from the school roll without a formal permanent exclusion or encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school not the child"	
Governors hold school leaders to account for pupil behaviour, ensuring the pupil behaviour policy is fully implemented, rewards and sanctions are consistently implemented.	
Isolation units appropriately supervised so that pupils welfare and dignity is maintained and they have access to appropriately skilled teachers who can ensure they make good progress.	
Effective multi-agency support is sought to de-escalate behaviour concerns and address issues, eg, working with the youth offending	

Statement	Evidence
service, support through a police intervention. Concerns are escalated if support is not effective.	
Impact known of fixed term exclusions on improving pupil behaviour?	
Governors hold leaders to account on rates of exclusion and adherence to policy.	
The school has appointed a member of staff for the school/college leadership team to the role of DSL. A deputy DSL is also nominated in the event of the DSL not being available.	
The role of the DSL is explicit in the role holder's job description, and in the role of deputy DSLs	
The DSL (and deputy/ies DSL) is appropriately trained by attending LSCP module 2 multi-agency training (formerly level 2 training) and refreshing by attending at least biannual (preferably annual) the DSL Education Training Conference, and you write this after refreshing.	
Governors hold DSL to account and evidence how young people in school are safe:	
In addition, the DSL has attended LSCP multi-agency training on local priorities: <ul style="list-style-type: none"> - Child sexual exploitation - Early help - Neglect 	
The Headmaster and all staff members undergo child protection training which is updated regularly.	
All staff and governors have read and understood Part 1 of Keeping Children Safe in Education (2019).	
Children are taught about safeguarding in the context of a broad and balanced curriculum: personal, social, health education; relationships and sex education.	
A single central record is maintained in line with Part 3 Keeping Children Safe in Education (2019).	
Safe recruitment processes are in place in line with Part 3 Keeping Children Safe in Education (2019) entitled "Safer Recruitment".	
Managing allegations policy and procedures are in place to handle allegations against members of staff and volunteers. Allegations must be referred to the LADO. This is outlined in Keeping Children Safe in Education (2019) Part 4 "Allegations of Abuse made against Teachers and other staff".	
Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns.	
All staff and governors have received safeguarding awareness training	
All staff and governors have been trained by the DSL on contextual safeguarding, incorporating peer on peer abuse, county lines, sexting and fake news, following the 2018 autumn DSL Education Conferences.	
Procedures are in place to handle allegations against other children (peer on peer abuse).	
The child's wishes or feelings are taken into account when determining actions or providing services.	
Staff members do not promise confidentiality to the child and always act in the interest of the child.	

Statement	Evidence
A designated teacher is appointed to promote the educational achievement of children who are looked after and ensure this person has been appropriately trained.	
The DSL for child protection and designated teacher for looked after children share information about the child's social worker and name of the virtual school head in the authority that looks after the child.	
An effective attendance policy and procedures are in place.	
The school has systems in place to ensure safeguarding responses to children who go missing from education, particularly on repeat occasions.	
A supervision policy is in place and supervision arrangements for all staff involved in child protection work are in place.	
School leaders have responded to the joint communication from West Midlands Police and SMBC in June 2018	
The governor/trustee code of conduct been issued to all governors/trustees and read by all governors/trustees and revisited annually?	

APPENDIX 2: LETTINGS CHECKLIST FOR PROVIDERS USING THE SCHOOL SITE

Name of School Providing the Letting: **Eversfield Preparatory School**

Name of provision letting (name and signature):

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

Owner of Provision (name and signature):

Manager of Provision (name and signature):

CONFIRMATION OF SAFEGUARDING ARRANGEMENTS FOR LETTING AGREEMENTS TO BE COMPLETED BY THE PROVIDER

Do you have a Designated Member of Staff for Child Protection	YES	NO
Name of Designated Member of Staff		
Designated member of staff has attended the Solihull Safeguarding Partnership training for designated members of staff for child protection (module 2 multi-agency working, and CSE, Early Help and Neglect modules). In addition regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	YES If yes, date attended:	NO
All staff, volunteers, committee members and students have been trained in safeguarding awareness which focuses strongly on child protection and is refreshed on a three year basis. In addition regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	YES If yes, date attended:	NO
Have all staff read and understood Chapter 1 of Keeping Children Safe in Education (2019)?	YES	NO
Does the setting have an effective child protection policy and procedures in place (including a clearly mapped referral process and clear escalation process) which has been shared and read by all staff?	YES	NO
Does the setting have an effective safeguarding policy and procedures in place which has been shared and read by all staff?	YES	NO
Are there procedures in place to ensure new staff / volunteers / committee members <ul style="list-style-type: none"> • Are inducted to the child protection policy and procedures by the Designated Safeguarding Lead for child protection? • Receive child protection awareness training within 12 weeks of appointment? 	YES	NO
Are staff and leaders clear on how to act in the event of specific safeguarding concerns (page 12 Keeping Children Safe in education 2019), particularly how to act to safeguard pupils who are at risk of or experiencing child sexual exploitation (CSE), peer on peer abuse (including bullying, physical abuse, sexual violence and sexual harassment, sexting, initiation/hazing type violence and rituals), contextual safeguarding, missing children, female genital mutilation (FGM) and radicalisation or violent extremism?	YES	NO

Signed _____

Date _____

NAME _____

Please return to Eversfield Preparatory School together with a copy of your provision's Child Protection and Safeguarding Policies.



APPENDIX 3: BARRING AN INDIVIDUAL FROM A SCHOOL SITE (MODEL LETTER)

Dear

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

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

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

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

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

Yours faithfully



APPENDIX 4: CHRONOLOGICAL RECORD OF ACTIONS – ALLEGATIONS AGAINST EMPLOYEES

Name of Employee:

Job Title:

Name of Manager overseeing investigation:

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

Date	Record of activity	Action to be taken	Comments



APPENDIX 5: REFERRALS TO THE LOCAL AUTHORITY DUTY OFFICER (LADO):

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

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



APPENDIX 6: MODEL SAFEGUARDING ACTION PLAN

Safeguarding Action Plan: Academic Year 2019/20				
What?	Who?	How/When?	Evaluation	Impact