



Eversfield Preparatory School

Safeguarding Policy

(to be read in conjunction with Child Protection Policy)

September 2018

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Eversfield Preparatory School Trust Limited:

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 2018), Inspecting safeguarding in early years, education and skills settings Ofsted document (August 2018), Independent Schools Inspectorate Regulatory Requirements (2018).
- This policy is made available to parents via the school website at <http://www.eversfield.co.uk/assets/Policies/Eversfield-Safeguarding-Policy-Nov-2018.pdf>

The Safeguarding Policy was ratified by the governing body of **Eversfield Preparatory School** on **21st November 2018**.

Governors' Committee Responsible: **Full Board**

Governor Lead: **Mr Magnus Eyles**

Nominated lead member of staff: **Mr Robert Yates**

Status and Review Cycle **Statutory Annual**

Next review date: **Michaelmas term 2019**

Chair of Governors: **Dr Timothy Brain**

(name and signature):



Safeguarding Governor: **Mr Magnus Eyles**

(name and signature)



EVERSFIELD PREPARATORY SCHOOL SAFEGUARDING POLICY

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.

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.

Safeguarding Policy

Leadership and Management of Safeguarding

Governing Body

The Governing body 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 BOARD**) in their annual review of safeguarding procedures, providing relevant information in a timely manner. The chair of governors should sign to confirm accuracy of the education provisions arrangements, and ensure any concerns are remedied without delay.
- Ensure the governing body receive safeguarding training, and the safeguarding governor attends appropriate training in order to guide governors on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the education provision's safeguarding arrangements.
- Ensuring the school has effective safeguarding policies and procedures in place, including a child protection policy and a staff behaviour policy.
- Ensuring that training is undertaken at the required frequency by all staff and governors.
- Ensuring the school has a broad and balanced curriculum that incorporates safeguarding.
- Ensuring the school complies with relevant legislation and local guidance around safeguarding.
- Ensuring that there are clear lines of accountability within the school's leadership for safeguarding.
- There is a nominated governor (ideally the Chair), who will act as case manager for dealing with allegations of abuse against the 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 Board is: **Solihull LSCB**

The nominated safeguarding governor is: **Mr Magnus Eyles** He 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.

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 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 & 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.

Pupils are not allowed to access the internet through their own personal devices whilst in school.

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.

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, 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 the use of LiNKs, Local Integrated Needs-led Co-ordinated Support incorporating 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:

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 2018, 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 headteachers and school staff states:

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

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/>

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.

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 board web-site 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_jiioufbAhVilpoKHRoCDncQFggpMAE&url=http%3A%2F%2Fwww.yor-ok.org.uk%2Fdownloads%2FVirtual%2520Schools%2FRole%2520and%2520Responsibilities%2520of%2520the%2520DT%2520for%2520LAC%2520Stat.%2520Guidance%2520Final%2520Version%252020.1.1.09.pdf&usq=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 & 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 2018, 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
 - 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 2018, 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 2018) Part 4, the DFE publication Keeping Children Safe in Education (Sept 2018)

The Headmaster 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 discuss with the LADO whether to 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 (2018) Part 4, the DFE publication Keeping Children Safe in Education (Sept 2018).

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 2018 and Part 4 ISI Regulations 2018.

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 Policy and procedures
- Employer's Handbook
- 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**
- 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

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

- If the suspicions in any way involve a member of staff, the matter 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 2018)– 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.
- An allegation about a member of staff or a volunteer should be brought to the immediate attention of the headmaster. 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 chair of governors), an example chronology is provided in [Appendix 5](#). We ensure parents are clear about how to raise a concern about a member of staff, volunteer or a pupil (e.g. details on school website, letters to parents, parent induction meetings).

The headmaster (allegation against a member of staff or volunteer) or chair 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 6](#).

Whistleblowing

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

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

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

- A criminal offence
- Breach of any legal obligation

- Miscarriage of justice
- Danger to the health and safety of any individual
- Damage to the environment
- Deliberate concealing of information about any of the above

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.

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 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.

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 minibuses will have taken a short course run by ROSPA (Royal Society for the Prevention of Accidents).

Barring of individuals from school premises

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

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

Legal advice should always be sought. A model letter is provided in [Appendix 4](#).

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.

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

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.

Complaints policy link: <http://www.eversfield.co.uk/assets/Policies/Complaints-policy-procedure-Dec-2016-i.pdf>

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 2018)

Statement	Evidence
Legislative Frameworks	
<p>Governing bodies and proprietors:</p> <ul style="list-style-type: none"> • Must ensure that they comply with their duties under legislation, having regard to Keeping Children Safe in Education (2018), to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times • Should have a senior board level (or equivalent) lead to take leadership responsibility for their schools or college's safeguarding requirements 	
Multi-agency working	
<p>Government bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes:</p> <ul style="list-style-type: none"> • working with social care, the police, health services and other services to promote the welfare of children and protect them from harm. • providing a co-ordinated 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 from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment. 	
<p>Governing bodies and proprietors of all schools and colleges should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). This should include understanding and reflecting local protocols for assessment and the LSCB's threshold document along with supplying information as requested by the LSCB.</p>	
Information sharing	
<p>As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between professionals and local agencies in line. This should include ensuring arrangements are in place that set out clearly the process and principles for sharing information in:</p> <ul style="list-style-type: none"> • Working together to safeguard children (DfE 2018). • Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE). (the seven golden rules for sharing information on page 4 are particularly helpful) 	
<p>Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure,</p>	

Statement	Evidence
<p>this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.</p>	
<p>When children leave the school/college, the designated safeguarding lead ensures their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained (see child protection policy guidance). For schools, this should be transferred separately from the main pupil file.</p> <p>Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENDOs or the named person with oversight for SEN in a college, are aware as required.</p> <p>In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.</p>	
<p>Safeguarding Policies and procedures</p>	
<p>Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguarding and promote children’s welfare. This includes:</p> <ul style="list-style-type: none"> • an effective child protection policy which should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly either via the school or college website or by other means. • an overarching safeguarding policy • a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include- staff/pupil relationships and communications including the use of social media. • Governing bodies and proprietors should take a proportionate and risk based approach to the level of information that is provided to temporary staff and volunteers – this should be specified in the safer recruitment policy. • managing allegations policy • staff code of conduct • pupil behaviour policy 	
<p>Governing bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future. Holding more than one emergency contact number for each pupil or student</p>	

Statement	Evidence
<ul style="list-style-type: none"> - Adhering to DfE statutory guidance on children missing education 	
<p>Headmasters and principals should ensure that the policies and procedures adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.</p>	
<p>The Designated Safeguarding Lead</p>	
<p>Governing bodies and proprietors should appoint a senior member of staff of the school's or college's leadership team to the role of designated safeguarding lead.</p> <p>The designated safeguarding lead (DSL) should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description in line with Annex B of KCSIE (2018).</p> <p>The DSL is trained in line with LSCB requirements and attends the education safeguarding conference at least bi-annually.</p> <p>Deputy DSL's are trained to the same standard as the DSL.</p> <p>The ultimate lead responsibility for safeguarding and child protection sits with the DSL. This responsibility should not be delegated.</p> <p>The DSL and any deputies should liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children (2018).</p> <p>The DSL and/or a deputy should always be available to staff (during school or college hours) for staff to discuss any safeguarding concerns.</p> <p>Adequate and appropriate DSL cover arrangements should be made for any out of hours/out of term activities.</p> <p>In addition to formal training, their knowledge and skills should be updated, (for example via e-bulletins, annual LA DSL conference, taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up to date with developments relevant to their role.</p>	
<p>Staff Training</p>	
<p>Governing bodies and proprietors should ensure that all staff members undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training should be in line with advice from the LSCB.</p>	
<p>All staff members should receive regular safeguarding and child protection updates (e.g.: via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.</p>	
<p>Governing bodies and proprietors should recognise the expertise staff build by undertaking safeguarding training and managing</p>	

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

Statement	Evidence
<p>regularly checked by the chair of governors.</p> <p>School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one of the persons who conducts an interview has completed safer recruitment training. Governing bodies should choose appropriate training in line with guidance from the LSCB. The training should cover as a minimum, the content of Part 3 KCSIE 2018.</p>	
<p>What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children (Allegations of Abuse Made Against Teachers and Other Staff)</p>	
<p>Governing bodies and proprietors should ensure there are procedures in place to handle allegations against teachers, headmasters, principals, volunteers and other staff. Such allegations should be referred to the designated officer(s) at the local authority by the appropriate person in line with Part Four Keeping Children Safe in Education 2018.</p> <p>A written record of any allegations and a chronology should be maintained by the case manager (see appendices 5 and 6 of the safeguarding policy guidance).</p> <p>There must also be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence. (paragraph 153, KCSIE 2018, Part 3.)</p>	
<p>Peer on Peer Abuse (Allegations of Abuse Made Against Other Children)</p>	
<p>Staff should recognise that children are capable of abusing their peers, and be clear on their school or colleges policy and procedures with regard to peer on peer abuse</p> <p>Governing bodies and proprietors should ensure their child protection policy includes:</p> <ul style="list-style-type: none"> - procedures to minimise the risk of peer on peer abuse - how allegations of peer on peer abuse will be investigated and dealt with <ul style="list-style-type: none"> - Clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported - a clear statement that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up” - recognition of the gendered nature of peer on peer abuse (i.e., it is more likely that girls will be victims and boys perpetrators), but all peer on peer abuse is unacceptable and will be taken seriously; and - the different forms peer on peer abuse can take, such as: <ul style="list-style-type: none"> - sexual violence and sexual harassment (Part 5 KCSIE 18) - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm - sexting (also known as youth produced sexual imagery): the policy should include the school’s approach. 	

Statement	Evidence
<p>The DfE provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges.</p> <p>http://www.solgrid.org.uk/wellbeing/safeguarding-through-the-curriculum/pornography-and-the-sharing-of-sexual-imagery/</p> <p>- initiation/hazing type violence and rituals</p>	
The Child's Wishes	
<p>Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately all systems and processes should operate with the best interests of the child at their heart.</p>	
Looked After Children (including the designated teacher and the role of local authority Virtual school headmasters)	
<p>The most common reason for children becoming looked after (by a local authority) is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that:</p> <ul style="list-style-type: none"> • Staff have the skills, knowledge and understanding necessary to keep looked after children safe. • Appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. • They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her • The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. <p>A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.</p>	
<p>Governing bodies of maintained schools and proprietors of academy schools must appoint a designated teacher to promote the educational achievement of children who are looked after.</p> <p>Designated teachers are also responsible for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.</p> <p>The designated teacher must have appropriate training and the relevant qualifications and experience.</p>	
<p>The designated teacher for looked after children should work with the virtual school head (or their team, this is the LACES team in</p>	

Statement	Evidence
Solihull) to discuss how that funding can be best used to support the progress of looked after children and previously looked after children in the school and meet the needs identified in the child's personal education plan	
Care Leavers	
Designated safeguarding leads should have details of the local authority Personal Adviser appointed to guide and support the care leaver, and should liaise with them as necessary regarding an issues of concern affecting the care leaver	
Children with special educational needs and disabilities	
<p>Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:</p> <ul style="list-style-type: none"> • Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. • The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. • Communication barriers and difficulties in overcoming these barriers. 	
The use of 'reasonable force' in schools and colleges	
Governors should ensure that there is clarity in the understanding of the term 'reasonable force' and its use in education provisions. (paragraphs 103, 104 and 105 KCSIE 18)	

APPENDIX 2: Lettings Checklist for Providers using the School Site

Name of School Providing the Letting:

Name of provision letting (name and signature):

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

.....

Owner of Provision (name and signature):

Manager of Provision (name and signature):

Confirmation of Safeguarding Arrangements for Letting Agreements

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

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

APPENDIX 3: Example of staff child protection induction and training record

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

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

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

Dear

Following discussions with the 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 5: Chronological Record of Actions – Allegations against Employees

Name of Employee:

Job Title:

Name of Manager overseeing investigation:

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

Date	Record of activity	Action to be taken	Comments

Safeguarding Policy

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

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

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

APPENDIX 7: Model Safeguarding Action Plan

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