

Child Protection Policy – Safeguarding Children
For Reception, KS1 & KS2

POLICY TO BE REVIEWED October 2019

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1. PURPOSE

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

([Keeping Children Safe in Education – DfE, 2018](#))

This Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Safer Recruitment Policy, Staff Code of Conduct Policy, Physical Intervention Policy, Anti-Bullying Policy, Behaviour Policy, Health and Safety Policy, Educational Visit Policy, E-safety Policy, Social Media Policy and Photography Policy. It should also be read in conjunction with [Keeping Children Safe in Education \(DfE, 2018\)](#). All staff must read at least part one and Annex A

2. INTRODUCTION

2.1 St Philomena's School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (Children Act 1989).

2.2 Section 157 of the Education Act 2002 places a statutory responsibility on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

2.3 Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to ensure that children have the best outcomes.

2.4 Safeguarding in school relates to:

- Ensuring pupil health and safety;
- Referring concerns or allegations about a child or adult to the Local Authority promptly;
- Bullying;
- Abuse by one or more pupils against another where there is risk of significant harm;
- All forms of abuse;
- Harassment and discrimination;
- Use of physical intervention;
- Meeting the needs of students with medical conditions;
- Providing First Aid;
- Drug and substance misuse;
- Educational Visits;
- Intimate care;
- Internet safety;
- Issues which may be specific in a local area;

- School Security;
- Radicalisation;
- Female Genital Mutilation;
- Child Sexual Exploitation.

2.5 There are three main elements to our Child Protection policy:

- **Prevention** through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
- **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- **Support** to pupils who may have been abused.

2.6 This policy applies to all pupils, staff, parents, governors, volunteers, students and visitors to our school.

2.7 This school recognises it is an agent of referral and not of investigation.

2.8 Safeguarding is everyone's responsibility and anyone can make a referral to children's social care (see contact details on page 7).

2.9 Child abuse has many different forms (see appendix 1).

3. SCHOOL ETHOS

Our school is committed to keeping children safe and aims to:

- Create a culture of vigilance where the welfare of our pupils is promoted and where timely and appropriate safeguarding action is taken;
- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to;
- Ensure safe recruitment practices in accordance with our recruitment and selection policy and 'Keeping Children Safe in Education (DfE September 2018);
- Ensure that there are robust procedures for identification and referral where there are welfare or child protection concerns;
- Monitor and support pupils who are subject to a child protection plan or a child in need plan and contribute to the implementation of their plan;
- Raise awareness amongst staff of safeguarding and child protection issues and ensure that staff are equipped to deal with concerns;
- Ensure that pupils know that there are adults within the school they can approach if they are worried or are in difficulty;
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating;
- Include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships;
- Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- Protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others following the catholic ethos of the school;
- Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government;

- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations;
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.

4. STATUTORY FRAMEWORK

4.1 Section 157 of the Education Act 2002 for Independent schools places a statutory responsibility on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

4.2 Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the [Essex Safeguarding Children Board](#) (ESCB) In Essex, all professionals must work in accordance with the [SET Procedures](#) (ESCB, 2018)

4.3 Our school also works in accordance with the following legislation and guidance;

['Keeping Children Safe in Education'](#) (DfE, 2018)

[Working Together](#) (HMG 2018)

Education Act (2002)

[Effective Support for Children and Families in Essex](#) (ESCB, 2017)

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[Serious Crime Act 2015](#) (Home Office, 2015)

Children and Social Work Act (2017)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

[Information sharing advice for safeguarding practitioners \(HMG, 2018\)](#)

[Data Protection Act \(2018\)](#)

[What to do if you're worried a child is being abused](#) (HMG, 2015)

[Searching, screening and confiscation](#) (DfE, 2018)

Children Act (1989)

Children Act (2004)

[Preventing and Tackling Bullying](#) (DfE, 2017)

Female Genital Mutilation Act 2003 (S.74 – Serious Crime Act 2015)

[Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, 2018)

[Promoting positive emotional well-being and reducing the risk of suicide](#) (ESCB, 2018)

[Keeping pupils and staff safe – management of behaviour in schools, including use of physical contact and restrictive / non-restrictive physical intervention to address difficult and harmful behaviour](#) (ESCB, 2018)

4.4 As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

It requires St Philomena’s School to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion;

- provide safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas;
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Our school works in accordance with the PREVENT Duty and approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to Children's Social Care in line with the SET procedures. CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

4.5 As of October 2015, the [Serious Crime Act 2015](#) (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

4.6 The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe as explained in the [Statutory framework for the early years foundation stage: setting the standards for learning, development and care for children from birth to five.](#) (DfE 2017).

4.7 Schools and local authorities must have regard to [Disqualification under the childcare act 2006. Statutory guidance for local authorities, maintained schools, independent schools, academies and free schools.](#) (DfE 2016) when carrying out their duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002, paragraph 7(b) of Schedule 1 to the Education (Independent School Standards) Regulations 2014 and paragraph 3 of the Schedule to the Education (Non-Maintained Special Schools)(England) Regulations 2011.

5. ROLES AND RESPONSIBILITIES

5.1 All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities, Mrs Belinda Neale, the DSL, and Mrs Kathryn Oxley, the Deputy DSL, members of the Senior Leadership Team, (the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead) are shown on the cover sheet of this document.

5.2 The Governing Body

The link governor for safeguarding, in conjunction with the Governing Body, ensures that the policies, procedures and training in our school are effective and comply with the law at all times. They ensure that all required policies relating to safeguarding are in place and that the Child Protection Policy reflects statutory and local guidance and is reviewed at least annually.

The Governing Body ensures there is a named Designated Safeguarding Lead and deputy safeguarding lead in place. Governors will not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

The Governing Body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The Governing Body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The Governing Body ensures that children are taught about safeguarding, including online, ensuring that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

The Governing Body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children (*see the school's 'Safer Recruitment' Policy for further information*). The Headteacher, Deputy Headteacher and governors involved in recruitment have all completed Safer Recruitment Online Training.

5.3 The Designated Safeguarding Lead (and Deputies)

The DSL in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They are a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

The Designated Safeguarding Lead undertakes annually the ESCB School Safeguarding Audit in line with their responsibilities under *S.157 for Independent schools* of the Education Act 2002.

The Designated Safeguarding Lead meets regularly with the Deputy Designated Leads to review cases.

If for any reason the Designated Safeguarding Lead is unavailable, or one of the Deputy Designated Safeguarding Leads will act in her absence.

5.4 The Headteacher

The Headteacher is responsible for ensuring that all members of staff are aware of their requirements in relation to child protection. In addition, (s)he ensures that all safeguarding policies and procedures adopted by the Governing Body are followed by all staff.

The Headteacher provides a termly report for the Governing Body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

The Headteacher ensures that the school publishes our Child Protection Policy on the school website alongside 'Keeping Children Safe in Education' (DfE, 2018) and that the school actively promotes online safety by having our Internet Safety Policy on our website.

All school staff

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the Designated Safeguarding Lead to report any concerns. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.

6. PROCEDURES

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (Or, in their absence, the deputy designated safeguarding lead).

6.1 All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2018)
- [Essex Effective Support](#)
- Keeping Children Safe in Education (DfE, 2018)
- Working Together to Safeguard Children (DfE, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
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6.2 When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are introduced to our Designated Safeguarding Lead and shown where our orange safeguarding forms are kept. They are given a copy of our school's Child Safeguarding policy and are informed how to share concerns. Induction training also covers the Staff Code of Conduct Policy, Whistle Blowing Policy and a copy of part one of KCSIE 2018.

6.3 All staff are kept informed about child protection responsibilities and procedures through induction, briefings, staff meetings and regular awareness training.

6.4 Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (or, in her absence, one of the Deputy Designated Safeguarding Leads). In the absence of all of the above, the matter should be brought to the attention of the most senior member of staff on sight. If a child makes a disclosure or allegation of abuse against an adult or other child or young person, it is important to:

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions.
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Inform the Designated Safeguarding Lead as soon as possible.

- Make a written record of the allegation, disclosure, incident or observation which you must sign and date using the orange form located in the school office.

The above should also be followed if you have concerns about the welfare of a child or feel that he/she may be in need of additional help.

6.5 The Designated Safeguarding Lead or one of the Deputies will immediately refer cases of suspected abuse or allegations to the Children & Families Hub by telephone and in accordance with the procedures outlined in the SET procedures (ESCB, 2017) and in 'Effective Support for Children and Families in Essex' (ESCB, 2017).

6.6 The telephone referral to Children & Families Hub will be confirmed in writing within 48 hours on the [Family Operations Request For Support](#) form. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure and any advice given.

6.7 The school will always undertake to share an intention to refer a child to Children's Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions, advice from the Children & Families Hub and / or Essex Police will be adhered to.

6.8 If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the Designated Safeguarding Lead.

6.9 The following safeguarding contact details are displayed in the school to ensure that all staff have unfettered access to safeguarding support:

Essex Social Services for Children (Children & Families Hub)

Between 9am-5pm Telephone 03456037627

Between 5pm-9am Telephone 03456061212

New Referrals to Children's Workforce Allegations Team (LADO)

Telephone: 03330139797

7. TRAINING AND SUPPORT

7.1 The Designated Safeguarding Lead and deputies undertake updated Level 3 child protection training at least every two years. They have training to be able to provide advice and support to others. The Headteacher, all staff members and designated governor undergo child protection training which is updated regularly, in line with advice from the Essex Safeguarding Children Board (ESCB) this includes the risks of radicalisation and how to identify children at risk. In addition, all members of staff receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

7.2 The school ensures that the Designated Safeguarding Lead also undertakes training in inter-agency working and other matters as appropriate.

7.3 All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct. Behaviour is discussed at the staff meetings.

8. PROFESSIONAL CONFIDENTIALITY

8.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality, in this respect, is to benefit the child. A member of staff must never guarantee confidentiality to a pupil and should not agree to keep a secret. Where there is a child protection concern, it must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

8.2 Staff are informed of relevant information in respect to individual cases regarding child protection. Any information shared with a member of staff must be treated as confidential.

9. RECORDS AND MONITORING

9.1 Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life, would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

9.2 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern about a child or children within our school. The status of these records and, subsequently, working cooperatively with other agencies is recognised by the school. All members of staff are made aware of the orange safeguarding forms that need to be completed when an issue is identified.

9.3 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location. The record will be numbered, dated and signed and will include the action taken where relevant. This confidential information will be shared with the Designated Safeguarding Lead (or a Deputy) who will decide on appropriate action and record this accordingly.

9.4 Any records relating to child protection are kept in an individual confidential child protection file (which is separate to the pupil file) in number order and placed in a secure filing cabinet.

9.5 If a pupil transfers from our school to another, his/her child protection records will be forwarded to the new educational setting once we receive an official request. The record will be sent recorded delivery to the receiving school's designated safeguarding lead and marked 'Confidential'. Included with this record will be a receive receipt which must be returned to our school so that we are then able to destroy the copies of the records we hold for the specific child.

10. INTERAGENCY WORKING

10.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer. The person attending will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

10.2 If a child is made subject to a Child Protection or a Child in Need Plan, the Designated Safeguarding Lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the Designated Safeguarding Lead will ensure the school is represented, provide appropriate information and contribute to the plan at these meetings. Any concerns about the Child Protection Plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case, the Designated Safeguarding Lead will inform the child's Key Worker immediately and then record that they have done so as well as the actions agreed.

11. SUPPORTING PUPILS AT RISK

11.1 Our school is committed to ensuring that our pupils receive the right help at the right time

11.2 Peer on peer abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

11.3 Our school will endeavour to support all pupils through:

- The curriculum to encourage our pupils to stay safe, develop healthy relationships, self-esteem and self-motivation;
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- The implementation of the school's behaviour management policies;
- A consistent approach from all staff which will endeavour to ensure our pupils know that some behaviour is unacceptable but that they are valued;
- Regular liaison with other professionals and agencies who support the pupils and their families;
- A commitment to develop open and honest and supportive relationships with parents, always with the child's best interest as paramount;

- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in all matters of child protection;
- Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse and that staff working in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems must be particularly sensitive to signs of abuse;
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children are vulnerable and in may be in need of support or protection.

11.4 Children with special educational needs and disabilities

Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

12. ALLEGATIONS INVOLVING MEMBERS OF THE WORKFORCE

12.1 All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct.

12.2 The school works in accordance with statutory guidance and the SET procedures (ESCB, 2018) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

12.3 The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the Designated Safeguarding Lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the headteacher, it should be reported direct to the Chair of Governors.

SET procedures (ESCB, 2018) require that, where an allegation against a member of staff is received, the Headteacher, Deputy Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils, parents and HR. If a crime may have been committed the matter must be reported to the police. The school does not carry out any investigation before speaking to the LADO.

The Function of the LADO is described in the document [Are you concerned about an adult working or volunteering with children.](#)

The Essex LADO is specifically involved in cases where there is a concern or allegation that someone working or volunteering with children:

- Has or may have harmed a child
- May have committed a criminal offence related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

They give advice and guidance on how concerns or allegations should be investigated against adults working with children. This should not be confused with allegations made by children against other children, which is not the remit of the LADO. They do not investigate but must ensure that an appropriate investigation is carried out, whether that is by the police, children's social care or the employer or a combination of these.

12.4 If St Philomena's School dispenses with a person's services because of unsuitability or they resign, a report will be sent promptly to the Disclosure and Barring Service. Consideration is given to making a referral to the National College for Teaching and Leadership (NCTL).

13. WHISTLEBLOWING

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy. (Appendix two).

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

14. MOBILE PHONES AND CAMERAS

St Philomena's has policies and procedures in place with regard to the use of mobile phones and cameras in the setting and on visits. (See APPENDIX 3)

APPENDIX 1

WHAT IS CHILD ABUSE?

The DfE has produced the following guidance.

Understanding and identifying abuse and neglect

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused. There are a number of warning indicators which might suggest that a child may be being abused or neglected.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;

- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away;
- Children who shy away from being touched or flinch at sudden movements.

There are four main categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. Each has its own specific warning indicators, which you should be alert to. *Working Together to Safeguard Children* (2015) statutory guidance sets out full descriptions.

Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries.
- Children with unexplained or unusual fractures or broken bones.
- Children with unexplained bruises, cuts, burns scalds or bites.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying – including sexting/banter, online bullying through social networks, online games or mobile phones – by a child's peers, peer abuse.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child;
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons

Sexual abuse and exploitation

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games;
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or don't take part in education.

Neglect

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care;
- Parents who fail to seek medical treatment when their children are ill or are injured

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. The local authority has a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. The school will follow its procedures for dealing with a child that goes missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The school has put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires us to have an admission register and an attendance register. All pupils are placed on both registers.

Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

The school will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the local authority school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the governors do not reasonably believe they will be returning to the school at the end of that period;
- have been permanently excluded.

The local authority will be notified if the school is to delete a pupil from its register under the above circumstances. This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

It is essential that the school complies with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect. The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as part of the school's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due

regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Forced marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

APPENDIX 2

“Whistleblowing” Policy

Reporting illegal or improper conduct (disclosures under the public interest disclosures Act 1998) or concerns about safeguarding children or young people

1 Introduction

This policy applies to all employees and governors. Other individuals performing functions in relation to the organisation, such as agency workers and contractors, should have access to it

It is important to the school that any fraud, misconduct or wrongdoing by employees or governors of the school is reported and properly dealt with. The Governing Body will, therefore, respond to all individuals who raise any genuine concerns that they may have about the conduct of others in the school, **which are in the public interest**. This policy sets out the way in which individuals may raise any concerns that they have and how those concerns will be dealt with.

1.1 St Philomena’s School expects the highest standards of conduct from all employees and governors and will treat seriously any concern raised about illegal or improper conduct.

1.2 Any individual covered by this policy will be expected, through agreed procedures and without fear of recrimination, to bring to the attention of the Headteacher (or the Chair of Governors if the concerns relate to the Headteacher) any serious impropriety or breach of procedure.

1.3 Employees who do not follow the steps identified in this procedure or other agreed internal procedures, and take their concerns to other outside sources (e.g. the press), may be subject to a formal disciplinary investigation.

2 Background

The law provides protection for employees who raise legitimate concerns about specified matters. These are called ‘qualifying disclosures’ A qualifying disclosure is one made in the public interest by the employee who has a reasonable belief that:

- A criminal offence
- A miscarriage of justice
- An act creating risk to health and safety
- An act causing damage to the environment
- Corruptly receiving any gift or advantage, thus failing to comply with the Bribery Act 2010 (see Model Anti-Bribery Policy for Schools available on the Grid)
- Allowing private interests to override the interests of the school
- A breach of any legal obligation; or
- Concealment of any of the above

is being, has been, or is likely to be, committed. It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed,- a reasonable belief is sufficient. The employee has no responsibility for investigating the matter; it is the school’s responsibility to ensure that an investigation takes place.

2.1 Where the concerns are about **safeguarding children or young people**, the school's Designated Safeguarding Lead or in their absence the Deputy Safeguarding Lead should be notified.

2.2 It is a procedure in which the Headteacher or Chair of Governors will be expected to act swiftly and constructively in the investigation of any concerns in accordance with the school's disciplinary procedure.

2.3 Concern about a colleague's professional capability should **not** be dealt with using this procedure (but see section 7 below).

2.4 Training in whistleblowing will be given during induction and at staff meetings.

3 When should it be used?

This procedure is for disclosures about matters other than a breach of an employee's own contract of employment. If an employee is concerned that his/her own contract has been, or is likely to be broken he/she should use the school's grievance procedures.

Where a disclosure is merely an expression of opinion that fails to show that a legal obligation has been or is likely to be breached, it **cannot** amount to a protected or qualifying disclosure for the purposes of the whistle blowing legislation.

3.1 This procedure is not designed to replace or be used as an alternative to the grievance procedure, which should be used where an employee is only aggrieved about his/her own situation. Nor should this policy apply where the employee simply disagrees with the way the school is run.

3.2 Employees must have reasonable grounds for believing the information they have is accurate and not just idle gossip or rumour.

3.3 An employee who makes such a protected or qualifying disclosure has the right not to be dismissed, subject to any other detriment, or victimised, because he/she has made a disclosure, provided it has not been made maliciously. Any employee who uses this procedure will not be penalised for doing so. The employer will not tolerate harassment and/or victimisation of any employee raising concerns.

3.4 An employee who is not sure whether the conduct he/she is concerned about does constitute illegal or improper conduct or is unsure about how to proceed may contact their Professional Association/Trade Union.

4. Principles

4.1 Any matter raised under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation reported back, where appropriate, to the employee who raised the issue.

4.2 No employee will be victimised for raising a matter under this procedure. This means that the continued employment and opportunities for future promotion or training of the employee will not be prejudiced because he/she has raised a legitimate concern.

4.3 Victimisation of a worker for raising a qualified disclosure will be a disciplinary offence.

4.4 If misconduct is discovered as a result of any investigation under this procedure the matter will be considered under the disciplinary procedure, in addition to any appropriate external measures.

4.5 Maliciously making a false allegation is a disciplinary offence.

4.6 An instruction to cover up wrongdoing is in itself a disciplinary offence. If told not to raise or pursue any concern, even by a person in authority, employees should not agree to remain silent.

5. Procedure

5.1 In the first instance, unless the employee reasonably believes his/her Headteacher to be involved in the wrongdoing, any concerns should be raised with the employee's Headteacher. Safeguarding allegations against staff need to be referred to the Headteacher. Safeguarding issues regarding children or families need to be referred to the Designated Safeguarding Lead. If he/she believes the Headteacher to be involved, then the employee should proceed straight to stage 3 (see below 5.3).

5.2 The Headteacher/Chair of Governors will arrange an investigation into the matter (either by investigating the matter himself/herself or immediately passing the issue to someone in a senior position). The investigation may involve the employee and others involved giving written statements. Any investigation will be carried out in accordance with the principles set out above. The employee's statement will be taken into account and he/she will be asked to comment on any additional evidence obtained.

Employees who want to use the procedure but feel uneasy about it may wish to consult their Professional Association/Trade Union initially and bring a colleague or Professional Association/Trade Union Representative along to any discussions, so long as the third party is not involved in the issue.

Where anonymity is requested efforts will be made to meet the request where appropriate but that might not always be possible. The earlier and more open the expression of concern the easier it will be to take appropriate action.

5.3 The Headteacher (or the person who carried out the investigation) will then report to the Chair of Governors/Governing Body who will take the necessary action, including reporting the matter to any appropriate department or regulatory agency. If disciplinary action is required this will be taken forward by the Headteacher/Chair of Governors/Governing Body in consultation with the School's HR Advisory Team. On conclusion of any investigation the employee will be told the outcome of the investigation and what the next steps will be. If no action is to be taken the reason for this will be explained.

6 What should be done if an issue is raised with a member of staff?

6.1 If a member of staff, other than the Headteacher, is approached by a colleague on a matter of concern as defined in this document, he/she is advised to take the matter to the Headteacher (but see 5).

7 Safeguarding Children and Young People

7.1 All employees have a duty to report concerns about the safety and welfare of pupils/students.

7.2 Concerns about any form of abuse or the welfare of any child should be reported to the Designated EYFS Safeguarding Lead. The Designated EYFS Safeguarding Lead is Mrs Belinda Neale.

7.3 The reason for the concern may be the actions of a colleague (including a more senior colleague), a Governor, another pupil/student or someone outside the school. Whatever the reason, concerns must be reported. Failure to report a Child Protection related allegation will be in itself, a disciplinary matter.

Law Relating To This Document

Employment Rights Act 1996

Public Interest Disclosures Act 1998

The legislation protecting individuals who makes a protected disclosure applies not only to employees, but also to any person who undertakes to do or perform personally (or otherwise) any work or service for the employer, regardless of the nature of the contractual relationship between them.

A Whistleblowing Policy should establish the procedure for an employee to follow if he/she has a genuine concern about a colleague's conduct or the organisation's practices. The Whistleblowing Policy should make clear what sort of allegations will count as a protected disclosure and should allow for the employee to raise these concerns with a nominated person and set out the steps that the employer will take in response.

A qualifying disclosure means any disclosure of information that in the reasonable belief of the worker is made in the public interest. The requirement that a whistleblower make a qualifying disclosure 'in good faith' has been removed. Therefore, while the employer can seek a declaration from the whistleblower that he or she is not knowingly making false allegations, disciplinary action is likely to be appropriate only where there is clear evidence that the employee has misused the whistle blowing procedure. A consequence of the requirement that a disclosure be made in the public interest is that an employee will generally be precluded from being able to 'blow the whistle' about breaches of his or her employment contract.

Section 43J of the Employment Rights Act 1996 provides that a Settlement Agreement made between an employee and employer cannot prevent future protected disclosures.

Any confidentiality obligations in contracts of employment that would prevent an employee making a protected disclosure will be void.

APPENDIX 3

Mobile Phone Policy

At St. Philomena's School we are committed to safeguarding and child protection.

St. Philomena's School recognises that staff may need to have access to mobile phones on site during the working day. However, there have been a number of queries raised within the local authority and nationally, regarding the use of mobile phones and other devices in educational settings.

The concerns are mainly based around these issues:

- Staff being distracted from their work with children
- The use of mobile phones around children
- The inappropriate use of mobile phones

The aim of the Mobile Phone Policy is to protect children and young people from harm, by ensuring the appropriate management and use of mobile phones by all individuals who are to come into contact with the school and early years setting.

Ensuring the Safe and Appropriate Use of Mobile Phones

Personal mobile phones with cameras are not allowed within the EYFS at any time. There are signs restricting the use of these on the doors of the EYFS classrooms. Mobile phones or tablet devices (other than those provided by the setting, for use within the setting) are not to be used by staff of the School in the Classroom or whilst teaching in any setting. If staff fail to follow this guidance, disciplinary action will be taken in accordance with St. Philomena's staff contracts. If staff need to make an emergency call, they must do so either in the staffroom or headteacher's office. Staff must ensure that there is no inappropriate or illegal content on their device. St. Philomena's School allows EYFS staff to bring in mobile phones for their own personal use. However, they must be kept locked away in a secure locked cupboard.

Mobile phone technology may not be used to take photographs of children at any time. There are digital cameras and tablets available within the School and only these should be used to record visual information within the consent criteria guidelines of the School.

Pupils should not use mobile phones within the school grounds and should not bring in mobile phones (or any other form of recording device) to school, except in exceptional circumstances about which the school has been informed. In such circumstances, the child's phone must be kept in the school office until they go home. Pupil's mobile phones are not permitted on school trips.

Use of Mobile Phones During Off-site Visits

When children undertake a school trip or journey, personal mobile phone use by adult staff should be limited to contact with the school, relevant parents or venues being visited, except in emergencies. The headteacher or deputy in her absence will have their phone on whilst children are out of school. This is for emergency contact should the school number be unobtainable.

Use of Mobile Phones for Volunteers and Visitors

Upon their initial visit volunteers and visitors are informed that they are not permitted to use mobile phones on the premises unless they are in the staffroom or headteacher's office. If they wish to make or take an emergency call they may use either the staffroom or headteacher's office. Volunteers or visitors are not permitted to take photographs or recordings of the children without the School's permission. There is a notice in the school office to this effect.

*"Our School is committed to safeguarding and promoting the welfare of children, young people and adults at all times and expects everybody working within this setting to share this commitment."
(October 2018 to be reviewed October 2021)*