

St. Paul's C of E Primary School

Documentation Information and Control

Child Protection and Safeguarding Policy

<i>Current Status:</i>	December 2020
<i>Review date:</i>	Annually or sooner if Regulations are changed
<i>Persons responsible for review:</i>	The Governing Body in consultation with the Head Teacher
<i>Reference to other documents:</i>	Attendance Policy Learning Behaviour Management Policy <i>including</i> Anti-bullying, Appropriate Physical Contact, Physical intervention and the use of reasonable force Child Abuses Concerns: Guidance for Practitioners, DfE, 2015 <i>Children Missing Education</i> , DfE, September 2016 <i>Child Sexual Exploitation</i> (Definition etc), DfE, February 2017 <i>Child Sexual Exploitation</i> (Annexes etc), DfE, February 2017 Complaints Procedure Policy Confidentiality Policy <i>DfE and ACPO Drug Advice for Schools</i> , DfE, September 2012 <i>Disqualification Under the Childcare Act 2006</i> , DfE, February 2015 Drugs Policy Educational Visits Policy

e-Safety Policy

Guidance for safer working practice for those working with children and young people in education settings, Safer Recruitment Consortium, May 2019 and Addendum April 2020

Health and Safety in Schools, DfE, July 2019

Health and Safety on Educational Visits, DfE, November 2018

Health and Safety Policy *including* Personal and Intimate Care

Information Sharing: Advice for Practitioners Providing Safeguarding Services, DfE, July 2018

Keeping Children Safe in Education: Statutory guidance for schools and colleges, DfE September 2020

Mandatory Reporting of Female Genital Mutilation - procedural information, Home Office, December 2016

Mental Health and Behaviour in Schools, DfE, March 2016

Multi-Agency Statutory Guidance on FGM, HM Gov, 2016
Personal, Social and Health Education Policy

Preventing and Tackling Bullying, DfE, October 2014

Promoting Fundamental British Values as part of SMSC in Schools, DfE November 2014

Relationship, Health and Sex Education Policy

Safeguarding Children in whom Illness is Fabricated or Induced, DfSE, 2008

Safeguarding Children who may have been Trafficked, DfE, 2011

School Exclusion, DfE, 2017

Searching, Screening and Confiscation, DfE, February 2014, amended September 2016

Sexual Violence and Sexual Harassment Between Children in School and Colleges, DfE, May 2018

Special Educational Needs Policy

Spiritual, Moral, Social and Cultural Development Policy

Statutory Guidance on Children who Run Away or Go Missing from Home or Care, DfE, January 2014
Supporting Pupils at School with Medical Conditions, DfE, September 2014
Teachers' Standards, DfE, May 2012
The Prevent Strategy, DfE June 2015
Valuing All God's Children, CofE, Summer 2019
What to do if you are worried a child is being abused, DfE, March 2015
What to do if you suspect a Child is being Sexually Exploited, DfE, 2012
Whistle-blowing Policy
Working Together to Safeguard Children, DfE, Revised 2018

Designated Persons:

The Designated Safeguarding Lead:

The Head Teacher (Mrs J Sword)

Deputy Designated Safeguarding Leads:

Mr B Taylor, Mrs N Nichol and Mrs E Hields

Designated Governor:

The Chairman of the Governing Body (Mr G Curry)

St Paul's C of E Primary School

Safeguarding and Child Protection Policy

1. Rationale

- 1.1 St Paul's School was established in 1862 to serve Almighty God and the community by providing, within a biblical Christian ethos, a broad balanced and engaging learning experience.
- 1.2 The Governing Body recognises that all people owe their existence to God and are dependent upon him for their preservation day by day.
- 1.3 The Governing Body acknowledges that mankind, male and female, was created in and as the image of God and thus all people are always to be shown care, love, and respect from conception to the grave.
- 1.4 The Governing Body recognises that all people are accountable to God for all that they think, say, and do, including the way they treat children and other adults.
- 1.5 The Governing Body recognises, without prejudice to a parent's or a carer's responsibility for their child(ren), that those who work in St Paul's School act in the place of parents and carers.
- 1.6 The Governing Body shall promote the protection, safeguarding and welfare of all pupils who attend St Paul's School

- 1.7 The Governing Body recognises that teachers, other staff and volunteers may be among the first to recognise a child at risk.

2. Commitment

- 2.1 All who work in St Paul's School, as employees, volunteers or governors, recognising both that no one is perfect and that a safeguarding issue could arise within the school at any time, shall act in a vigilant manner so as to ensure, primarily but not exclusively during school hours and at all school activities, the safety, protection, and welfare of all children for whom the school provides an education.

- 2.2 St Paul's School recognises that safeguarding and promoting the welfare of children includes:

protecting children from maltreatment

preventing impairment of a child's mental and physical health and development

ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and

taking action to enable all children to have the best outcomes.

- 2.3 The term children refers to all under the age of 18.

- 2.4 St Paul's School shall maintain its commitment to safeguard and promote the welfare of all its pupils and shall provide an environment in which all children are respected, encouraged to talk, listened to, and made to feel safe and secure.

- 2.5 The school shall ensure that children who are vulnerable, at risk, have suffered or are likely to suffer significant abuse or harm, including neglect, sexual abuse and exploitation, or are absent from school or go missing from education (see Annex A of *Keeping Children Safe in Education*, DfE, September 2020), are identified and appropriate action is taken to keep them safe.

- 2.6 The school shall ensure that staff are trained and prepared to identify children within the school who may benefit from early help. Early help means

providing a child in need of support with help as soon as a problem emerges at any point in that child's life.

- 2.7 It is recognised that the provision of early help, which will be initially discussed with the Designated Safeguarding Lead, may entail a member(s) of staff supporting other agencies and professionals in an early help assessment.
- 2.8 The school shall maintain its commitment to multi-agency co-operation by working closely with all statutory safeguarding partners including the City of Newcastle upon Tyne, the Newcastle and Gateshead Clinical Commissioning Group and Northumbria Police.
- 2.9 The curriculum will include activities and opportunities to equip children with the skills they need to stay safe from abuse, including the safe use of the Internet (e-Safety), and to know to whom to turn for help.
- 2.10 All staff shall respond immediately when made aware of or caused to suspect an occurrence of child abuse.
- 2.11 All staff will respond to a child for whom safeguarding concerns arise by:
 - (a) treating the child with utmost sensitivity, doing nothing to damage the child further through thoughtlessness or carelessness in their reaction to the child's distress;
 - (b) listening and recording as accurately as possible what the child says including dates and times;
 - (c) not probing or asking leading questions; and
 - (d) not promising to keep secrets.
- 2.12 All incidents of abuse, or of any behaviour that gives cause for concern, shall be reported without delay to the Head Teacher, the designated teacher for child protection.
- 2.13 When an incident has been reported appropriate action shall be taken immediately in line with the child protection procedures of the Newcastle

Safeguarding Children Board (*Working Together to Safeguard Children* 2018 and *What to do if you are worried a child is being abused* 2015).

2.14 The **Head Teacher** (Mrs J Sword) is the **Designated Safeguarding Lead** and **Mr B Taylor, Mrs N Nichol** and **Mrs E Hields** are the **Deputy Designated Safeguarding Leads** within the school **for all safeguarding and child protection matters**.

2.15 The Governing Body has appointed a designated governor to be responsible, on behalf of the Governing Body, for the implementation and monitoring of this Safeguarding Policy within the school (*see page 22*). The **designated governor** for Child Protection is the **Chairman** of the **Governing Body** (Mr G Curry).

2.16 In furtherance of the implementation of this policy, the appropriate personnel of St Paul's School shall develop the links needed with relevant agencies, cooperate with any enquiries regarding child protection matters, and, when necessary, attend case conferences.

2.17 Notwithstanding that an allegation of abuse shall be responded to with appropriate discretion, it is recognized that the need to protect a child from abuse, under certain circumstances, shall take precedence over matters relating to confidentiality, family relationships, and the hierarchy and objectives of any agency.

2.18 The school shall support, resource, and monitor the work of all who work with children.

2.19 The school shall keep accurate, detailed and secure written records of referrals or concerns raised under the terms of this policy.

3. Recognising children who may be suffering abuse or significant harm

3.1 Definitions

(1) Child

In the Children Acts 1989 and 2004 a child is defined as a person who has not yet reached his or her 18th birthday.

(2) Harm

Harm means ill-treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill-treatment of another.

(3) Development

Development includes physical, intellectual, emotional, social and behavioural development.

(4) Health

Health includes physical and mental health

(5) Ill-treatment

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

(6) Abuse

A child is abused when he or she is maltreated. He or she may be abused or neglected through the infliction of harm or the failure to act to prevent harm. A child may be abused in a family, an institution or in the community. The abuse may be done by those known to them or, more rarely, by a stranger (e.g. via the internet). They may be abused by an adult, adults, a child or children.

3.2 Categories of Abuse

There are four distinct categories of abuse.

(1) Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the

child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caretakers); or
- ensure access to appropriate medical care or treatment.

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

(2) **Physical Abuse**

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

(3) **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse, including via the internet. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

(4) **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child which causes severe and persistent adverse effects on that child's emotional development. It may involve conveying to a child that he or she is worthless, unloved, inadequate, or valued only insofar as he or she meets the needs of another person. It may include not giving a child opportunities to express his or her views, deliberately silencing him or her, or 'making fun' of what he or she says or how he or she communicates. It may feature inappropriate developmental expectations being imposed on a child. These may include matters beyond a child's developmental capability (including inappropriate sexual conversation), overprotection, a limitation of exploration and learning, or the prevention of a child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber-bullying), frequently causing children to feel frightened or in danger, and the exploitation or corruption of children. A level of emotional abuse is involved in all types of maltreatment, though it may occur alone.

3.3 *Occurrence*

Child abuse can take place in all social spheres (families, institutions, between children) and it may be on an organised basis.

4. Taking action to ensure a child is safe at school and home

- 4.1 All staff shall follow the Newcastle Safeguarding Children Board Procedures. These are consistent with *Working Together to Safeguard Children* 2018 and 'What to do if you are worried a child is being abused'
- 4.2 It is *not* the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation.
- 4.3 All staff have a duty to recognise concerns and maintain an open mind.

4.4 All concerns regarding the welfare of pupils will be recorded and discussed with the Head Teacher (or in her absence the senior member of staff) prior to any discussion with parents.

4.5 Staff shall immediately report:

- (1) any suspicion a child is injured, marked, or bruised in a way not readily attributable to the normal knocks or scrapes received in play;
- (2) any explanation which appears inconsistent or suspicious;
- (3) any behaviour which gives rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- (4) any concern a child may be suffering from inadequate care, ill treatment or emotional maltreatment;
- (5) any concern a child has signs or symptoms of abuse or neglect;
- (6) any significant change in a child's presentation (including non-attendance);
- (7) any hint or disclosure of abuse from any person; and
- (8) any concern regarding a person(s) who may pose a risk to children (e.g. living in a household with children present).

4.6 *Responding to a Disclosure*

- (1) Disclosures or information may be received from pupils, parents or other members of the public.
- (2) Since those who disclose information may do so with difficulty, having chosen carefully to whom they will speak, all staff will handle disclosures with appropriate sensitivity.
- (3) Since such disclosed information cannot remain confidential, staff will immediately communicate what they have been told to the designated person.

4.7 *Principles*

- (1) A member of staff shall not investigate a disclosure but, when possible, he or she may elicit enough information to pass on to the designated person in order that he or she can make an informed decision of what to do next.

- (2) Staff will:
- (a) listen to and take seriously any disclosure or information that a child may be at risk of harm;
 - (b) try to ensure that the person disclosing does not have to speak to another member of school staff;
 - (c) clarify the information;
 - (d) try to keep questions to a minimum and of an open nature (e.g. 'Can you tell me what happened?' rather than 'Did x hit you?');
 - (e) try not to show signs of shock, horror or surprise;
 - (f) not express feelings or judgements regarding any person alleged to have harmed the child;
 - (g) explain sensitively to the person that he or she (the member of staff) has a responsibility to refer the information to the senior designated person;
 - (h) reassure and support the person as much as possible;
 - (i) explain that only those who 'need to know' will be told; and
 - (j) explain what will happen next including that the discloser of information will be involved as appropriate.

4.8 *Action to be taken by the Head Teacher, the Designated Safeguarding Leader, (or other senior person in the Head Teacher's absence)*

- (1) Following any information raising concern, the designated senior person will consider:
- (a) any urgent medical needs of the child;
 - (b) making an enquiry to find out if the child is subject to a Child Protection Plan by ringing 0191 277 4636;
 - (c) discussing the matter with other agencies involved with the family
 - (d) consulting with appropriate persons e.g. Safeguarding Adviser and/or Social Care;
 - (e) the child's wishes.

- (2) The designated person will then decide:
 - (a) whether to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation, and/or place the member of staff or others at risk; and
 - (b) whether to make a child protection referral to Social Care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.
- (3) If the decision is not to make a referral at that stage the designated person will decide whether:
 - (a) to talk with parents and / or the pupil;
 - (b) to seek advice from professionals working with the family;
 - (c) to consider if further monitoring is necessary; or whether
 - (d) it would be appropriate to undertake an Early Help Plan (EHP).
- (4) All information and actions taken, including the reasons for any decisions made, shall be fully documented.
- (5) All referrals to social care will be followed up in writing within 24 hours using a standard referral form (See Appendix 2)

4.9 *Action following a child protection referral*

The Head Teacher or other appropriate member of staff will:

- (1) make regular contact with the Social worker involved;
- (2) when possible, contribute to the Strategy Discussion;
- (3) provide a report for, attend and contribute to any subsequent Child Protection Conference;
- (4) if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Conferences;
- (5) when possible, share all reports with parents prior to meetings; and
- (6) immediately inform the key worker in Social Care if a child on the Child Subject to a Child Protection Plan moves from the school or goes missing.

4.10 *Recording and monitoring*

- (1) Accurate records will be made when practicable and will clearly distinguish between observation, fact, opinion and hypothesis.
- (2) All records will be signed and dated.
- (3) When possible, information given will be recorded verbatim.
- (4) A note made of the location and description of any injuries seen.
- (5) All Child Protection documents will be retained on the CPOMS systems. They will be accessible to the Designated Safeguarding Leaders. They will be transferred to any school or setting the child moves to, through the secure CPOMS system.
- (6) If a child goes missing from education, or is removed from roll to be educated at home, then any Child Protection file shall be copied and the copy sent to the Local authority.

4.11 *Supporting the Child and Partnership with Parents*

- (1) The School recognises that a child's welfare is paramount and that good child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers.
- (2) Whilst the school may need to make a referral without consultation with a child's parents or carers, the school will make every effort to maintain a positive working relationship with them whilst fulfilling its duty to protect the child.
- (3) The school will provide a secure, caring, supportive and protective relationship for the child.
- (4) A child will be given a proper explanation (appropriate to age & understanding) of what action is being taken on his or her behalf.
- (5) The school will endeavour to preserve the privacy, dignity and right to confidentiality of a child and his or her parents.
- (6) The Designated Person shall determine which members of staff "need to know" personal information and what they "need to know" to support and protect the child.

5 ***Specific Duties***

5.1 *Prevent Duty*

All staff shall ensure that they are able to identify children vulnerable to radicalisation and know what to do when such a pupil is identified (*see Code of Conduct, Appendix 3, page 30*). The school's safeguarding procedures shall be followed, including discussion with the Designated Safeguard Lead (DSL) and, if necessary, with the local authority social care. The following may also be contacted:

- (a) the local police,
- (b) the non-emergency number 101,
- (c) the Department for Education (DfE)
non-emergency dedicated helpline 020 7340 7264,
or via the
e-mail address: counter.extremism@education.gsi.gov.uk.

5.2 When a member of staff thinks there may be a concern, he or she shall discuss the circumstances (including those that informed any action or proposed action) with a senior colleague, to ensure that the safest practices are employed and the risk of actions being misinterpreted are kept to a minimum.

5.3 *Reporting Female Genital Mutilation (FGM)*

All staff must report to the Police when they discover (either through disclosure by a victim or visual evidence) a case of female genital mutilation (which comprises damage to, or the partial or total removal of the external female genitalia).

5.4 The members of staff shall familiarise themselves with the range of potential indicators that a girl may be at risk of FGM (*see Code of Conduct, Appendix 5, Specific Safeguarding Issues, topics for which Guidance is available via the GOV.uk website, page 32*).

5.5 *The Curriculum*

The curriculum shall include activities and opportunities to equip children with the skills they need to stay safe from abuse, including the safe use of the Internet (e-Safety), and to know to whom to turn for help.

5.6 *Teacher Standards*

All teachers (including those working toward Qualified Teacher Status and Newly Qualified Teachers) shall note that the *Teacher Standards 2012* specify that their professional duties include safeguarding the well-being of children and maintaining public trust in the teaching profession.

5.7 All staff shall respond immediately when made aware of or suspect an incident of child abuse (see the school *Child Protection Policy* for a definition of abuse).

5.8 All staff will respond to a child for whom safeguarding concerns arise by:

- (a) treating the child with utmost sensitivity, doing nothing to damage the child further through thoughtlessness or carelessness in their reaction to the child's distress;
- (b) listening and recording as accurately as possible what the child says including dates and times;
- (c) not probing or asking leading questions; and
- (d) not promising to keep secrets.

5.9 All incidents of abuse, risk of harm, or of any behaviour that gives cause for concern, shall be reported without delay to the Head Teacher, the designated teacher for child protection.

5.10 When an incident has been reported appropriate action shall be taken immediately in line with the child protection procedures of the Newcastle Safeguarding Children Board.

5.11 If there is a risk of immediate serious harm to a child a referral shall be made to children's social care immediately. A referral may be made by anyone (see chart on page 21 below).

- 5.12 Should a child's situation not appear to improve a staff member with concerns shall urge that the concerns be re-considered.
- 5.13 In furtherance of the implementation of this policy, the appropriate personnel of St Paul's School shall develop the links needed with relevant agencies, cooperate with any enquiries regarding child protection matters, and, when necessary, attend case conferences.
- 5.14 Notwithstanding that an allegation of abuse shall be responded to with appropriate discretion, it is recognised that the need to protect a child from abuse, under certain circumstances, shall take precedence over matters relating to confidentiality, family relationships, and the hierarchy and objectives of any agency.
- 5.15 The school shall support, resource, and monitor the work of all who work with children.
- 5.16 The school shall keep accurate, detailed and secure written records of referrals or concerns raised under the terms of this policy.
- 5.17 All staff shall be made aware of safeguarding issues that put children at risk of harm. The school shall ensure it has up to date information and guidance on the following specific issues (e.g.through the GOV.UK website):
- bullying, including cyberbullying
 - child criminal exploitation (CCE)
 - child sexual exploitation (CSE)
 - children missing education
 - county lines
 - domestic violence
 - drugs
 - fabricated or induced illness
 - faith abuse
 - female genital mutilation
 - forced marriage
 - gangs and youth violence

gender based violence / violence against women and girls
hate
homelessness
honour based abuse
mental health
missing children and adults
modern slavery
private fostering
preventing radicalisation
relationship abuse (including peer on peer abuse)
sexualised behaviour including sexting, sexual harassment, sexual violence
and up skirting and
trafficking.

5.18 All incidents, behaviours and assessments of children shall be considered through contextual safeguarding.

6. Safe Recruitment and Selection

6.1 The school shall ensure that safer recruitment practices are followed and that they comply with the requirements of Part Three of *Keeping Children Safe in Education*, DfE, September 2020.

6.2 All appropriate measures shall be applied for everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. This shall include volunteers and staff employed by contractors.

6.3 Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and Disclosure and Barring Service checks and right to work in England checks.

6.4 In line with statutory changes, underpinned by regulations, the following shall apply in St Paul's School.

- (a) A DBS Enhanced with barred list information Disclosure shall be obtained for **all** new appointments to the school's workforce through staffing personnel and payroll, since from October 2009 it is a criminal offence for employers to employ an individual in an Independent Safeguarding Authority (ISA) regulated activity whom they know to have been barred from such activity and / or not refer to the ISA details of anyone who is permanently removed from regulated activity or who leaves while under investigation for allegedly causing harm or posing a risk of harm (*see page 22 below*).
- (b) A check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State.
- (c) Obtain a separate barred list check if an individual will start work in regulated activity before a DBS certificate is issued. The school shall keep an up to date single central record detailing a range of checks carried out on school staff.
- (d) Verify a candidate's mental and physical fitness to carry out their work responsibilities.
- (e) All new appointments to the school staff team who have lived outside the UK will be subject to additional appropriate checks.
- (f) The school shall ensure that supply staff have undergone the necessary checks and will be made aware of this policy.
- (g) In partnership with the Local Authority (LA), identity checks must be carried out on all appointments to the school workforce before the appointment is made, in partnership with the LA.

6.5 The Head Teacher and the Chairman of the Governing Body have undertaken the *Children's Workforce Development Council's Safer Recruitment in Education Training* (www.cwdcouncil.org.uk). One of the above shall be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

7. Safe Practice

7.1 St Paul's School will comply with the current Safe Practice guidance.

7.2 Safe working practice ensures that pupils are safe and that all staff, visitors and volunteers:

- (a) are responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- (b) work in an open and transparent way;
- (c) work with other colleagues where possible in situations open to question;
- (d) when working alone children shall ensure that they are visible to other members of staff;
- (e) discuss and/or take advice from school management over any incident which may give rise to concern;
- (f) record any incidents or decisions made;
- (g) apply the same professional standards equally to all colleagues;
- (h) are aware of the confidentiality policy;
- (i) are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them; and,
- (j) refer to the Code of Conduct.

8. Allegations regarding a person(s) working in or on behalf of school (including volunteers)

8.1 Principles

- (1) Where an allegation is made against any person, working in or on behalf of the school, that he or she has:
 - (a) behaved in a way that has harmed a child or may have harmed a child,
 - (b) possibly committed a criminal offence against or relating to a child, or
 - (c) has behaved toward a child or children in a way that indicates he or she is unsuitable to work with children, the same principles in the rest of this document apply and shall always follow the procedures of the Newcastle Safeguarding Children Board.

- (2) Detailed records shall be made and will include decisions, actions taken, and reasons for them.
- (3) All records will be retained securely.
- (4) It is recognised that allegations may be false, malicious or misplaced.
- (5) It is also recognised that allegations may be founded on fact.
- (6) All allegations shall be investigated properly and in line with agreed procedures.

8.2 *Actions*

- (1) A person who receives an allegation or witnesses an event will immediately inform the Head Teacher and make a record if it.
- (2) If an allegation is made against the Head Teacher the matter will be reported to the Chairman of Governors who will follow the procedure the Head Teacher would otherwise follow.
- (3) The Head Teacher will ensure the immediate safety of children and attend to any urgent medical needs.
- (4) The member of staff or volunteer will not be approached unless it is necessary to secure the immediate safety of children.
- (5) The Head Teacher shall clarify any information regarding the allegation without any formal interview.
- (6) The Head Teacher shall consult with the Safeguarding Advisor and/or Local Authority Designated Officer to determine whether:
 - (a) it is appropriate for the allegation to be dealt with by school, or
 - (b) there needs to be a referral to Social Care and/or the Police.

- (7) Throughout the reporting process proper consideration shall be given to the support and information pupils, parents and staff need.
- (8) The Head Teacher shall inform the Chairman of the Governors of any allegation when practicable.

9. Information for pupils

- 9.1 All pupils in the school shall be made aware of the staff to whom they may talk.
- 9.2 The school shall ensure pupils are aware of behaviour toward them that is not acceptable and how they can keep themselves safe.
- 9.3 All pupils shall be informed of the Designated Person with responsibility for Child Protection.
- 9.4 We shall inform pupils of whom they might talk to both in and out of school. They shall be made aware that they shall be listened to and heard.
- 9.5 All pupils shall be taught what steps can be taken to protect them from harm.
- 9.6 Pupil awareness shall be raised through curriculum (e.g.PSHE), support from staff, and helpful information around school.

10. Partnership with Parents

- 10.1 The school shall share with parents and carers its commitment to educate and keep their children safe from harm and to promote their welfare.
- 10.2 The school shall honour its commitment to work positively, openly and honestly with parents and carers. All parents and carers shall be treated with respect, dignity and courtesy.
- 10.3 The privilege of a parent or carer to enjoy privacy and confidentiality will be honoured. Sensitive information will not be shared with another person unless the school has permission or it is necessary to protect a child.

10.4 St Paul's School shall share with parents or carers any concern about their child(ren) unless to do so may place a child at risk of harm.

10.5 The school shall encourage parents to discuss any appropriate concerns with staff in school.

10.6 St Paul's School shall inform parents and carers of this policy by means of interview, school prospectus, and newsletters, and parents shall be informed they may view this policy on request.

11. Use of cameras and mobile phones

11.1 At St Paul's School all possible steps shall be taken to ensure that an environment exists in which children, parents and staff are kept safe from the inappropriate recording, storage and use of images.

11.2 In paragraphs 8.3 - 8.8 below a clear framework is provided to ensure that:

- (1) the use of cameras and the storage of images reflect good practice,
- (2) the safeguarding needs of the pupils are met, and
- (3) staff are not distracted from their work with children.

11.3 The term 'camera' includes mobile phones, tablets and other equipment with the capacity to record and store images.

11.4 Mobile phones and personal cameras must not be used by any member of staff, volunteer or helper, either inside or outdoors, during contact with children. The only exception is the teacher in charge during a visit out of school whose mobile phone is the emergency contact number for school.

11.5 Mobile phones may be used to make or receive personal calls during break times providing children are not present.

11.6 All images taken by members of staff or volunteers at school or on visits out of school may only be taken on school cameras.

11.7 All such images shall remain the property of the school.

11.8 All images taken on school cameras must be uploaded to the school ICT system at the earliest opportunity and deleted from the camera.

11.9 Images must not be published in any way without the knowledge of the Head Teacher and permission from the parents or carers of children in the pictures.

12. e-Safety

12.1 All Internet activity in school shall be restricted to that which is lawful and shall be for educational purposes and professional development only.

12.2 Access to the Internet from the school shall only be by means of the authorised account and an appropriate private password.

12.3 Access to the Internet from home and terminals away from the school shall be made through reliable Internet Service Providers.

12.4 Individual teachers shall be responsible for their own Internet and e-mail activity and shall take appropriate measures to ensure that there is no inappropriate use by third party users.

12.5 All incidents of accidental contact with inappropriate material shall be logged. Inappropriate material is material of a pornographic, racist and offensive nature as defined in the Computer Misuse Act 1990, the Obscene Publications Acts of 1959 and 1964, the Protection of Children Act 1978, the Children Acts of 1989 and 2004, and the Sexual Offences Act 2003.

12.6 All e-mails shall meet the same professional levels of language and content as letters or other media and none shall be sent anonymously.

12.7 E-mails to pupils shall be sent to the pupil's school e-mail address.

12.8 Staff shall not communicate with pupils through social networking sites and should be mindful of their professional status when placing personal information on social networking sites.

12.9 All software down loaded onto loaned laptops/iPads shall support teaching and learning and, when appropriate, shall be properly licensed. The terms of the school's Data Protection registration shall be adhered to and applied.

12.10 On-line or virtual teaching platforms shall have the appropriate level of security.

12.11 There shall be clearly defined operating times for virtual learning sessions.

12.12 Staff shall when necessary raise issues relating to the suitability of behaviour, dress or setting with the pupil and parent.

13. Partnerships with others

St Paul's School, recognising there is a joint responsibility on all relevant agencies to share information to ensure the safeguarding of all children, shall establish and maintain positive and effective working relationships with other partner agencies on the Newcastle Safeguarding Children Board.

14. School Training and Staff Induction

14.1 The Head Teacher and Deputy Safeguarding Leads shall undertake basic child protection training and training in inter-agency working (provided by the Newcastle Safeguarding Children Board) and refresher training at 2 yearly intervals.

14.2 The Head Teacher and all other school staff, including non teaching staff, shall undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively. Refresher training will be undertaken at 2 yearly intervals or sooner if a change of regulation requires it.

14.3 All staff (including temporary staff and volunteers) shall be provided with the school's *Child Protection Policy* and the staff *Code of Conduct* and shall be informed of the school's child protection arrangements during their induction.

15. Support, Advice and Guidance for Staff

15.1 Staff will be supported by the school, Local Authority, and professional associations.

15.2 The designated person for Safeguarding/Child Protection, the Head Teacher, will be supported by the Chairman of the Governors.

15.3 Advice is available from the
school Safeguarding Advisor,
Initial Response at the Local Authority,
Police Child Abuse and Vulnerable Adults Unit *Telephone number: 101*
The Prevent Team *Telephone number: 101 ext 63854*
e-mail: specialbranch@northumbria.pnn.police.uk
Anti Terrorist hotline *Telephone number: 0800 789 321*
Children Missing in Education Team
NSPCC Whistle-blowing Helpline *Telephone number: 0808 800 5000*

16. Related School Policies

Related safeguarding portfolio policies

Attendance

Learning Behaviour Management *including* Anti-Bullying, Appropriate physical contact Physical Contact, Physical intervention and the use of reasonable force

Community Cohesion

Complaints

Code of Conduct

Confidentiality

Drugs

Educational Visits

e-Safety

Health and Safety *including* Personal and Intimate Care

Personal, Social and health Education Social, Moral, Spiritual and Cultural development

Special Educational Needs and Disability (SEN)

Whistleblowing

17. Children Missing from Education

17.1 The school shall be mindful of the terms of the statutory guidance for local authorities as set out in *Children Missing Education*, DfE, September 2016.

17.2 The school shall follow the Newcastle Local Authority procedures *Children Who May Be Missing/Lost From Education*.

17.3 When children on the school roll do not turn up and the usual enquiries have been made the case shall be referred to the Local Authority in the usual way. If the allocated worker cannot locate the child/family he or she will inform the Children Missing Education team. The school will be advised when a child may be removed from the school roll.

18. Confidentiality

18.1 The School recognises that when “there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration” *Information Sharing: Practitioner’s guide*, HM Government, 2018.

18.2 When a child is or may be at risk of significant harm the school shall share appropriate information with the Police and official Social Care Services.

18.3 In the normal course of events the confidence of a child, a parent or a carer shall not be breached.

18.4 The only circumstance in which data or information is shared shall be on a ‘need to know basis’, that is, when access to the data or information is necessary for the conduct of official business. Only those facts, and nothing more, will be imparted which need to be known and only at the time they need to be known.

19. Pupil Information

19.1 St Paul’s School shall ensure it keeps up to date and accurate information in order to keep children safe and provide appropriate care for them.

19.2 The school shall hold accurate and up to date information regarding:

- (a) names and contact details of persons with whom a child normally lives;
- (b) names and contact details of all persons with parental responsibility (if different from above);
- (c) emergency contact details (if different from above and more than one whenever possible);
- (d) details of any persons authorised to collect a child from school (if different from above);
- (e) any relevant court orders in place including those which affect any person's access to the child (*for example* a Residence Order, Contact Order, Care Order, or Injunction);
- (f) if a child is or has been on the Child Protection Register or subject to a care plan;
- (g) name and contact detail of a child's General Practitioner; and,
- (h) any other factors which may have an impact on the safety and welfare of a child.

20. Responsibilities

20.1 Governors

The Governing Body, without prejudice to its distinctive character and ethos, shall ensure that

- (a) this policy and the school Child Protection Policy and procedures comply with Local Authority guidance, locally agreed inter-agency procedures, and the policies and procedures of the Local Safeguarding Children Board;
- (b) the policy is adopted and reviewed annually or sooner if regulations require it;
- (c) that this policy is made available to parents and carers on request and to the public via the school website;.
- (d) it is accountable for both compliance with and the effectiveness of this policy within the school;
- (e) that the school adheres to the guidance for inter-agency working provided in *Working Together to Safeguard Children*, DfE, 2018;

- (f) that a Designated Safeguarding Lead (DSL) and a Deputy DSL(s) are appointed from the leadership team to take responsibility for safeguarding and child protection within St Paul's School;
- (g) that all staff are provided with:
 - (i) a copy of this policy,
 - (ii) the school *Child Protection Policy*,
 - (iii) the staff *Code of Conduct*,
 - (iv) a copy of Part 1 and Annex A of *Keeping Children Safe in Education*, DfE, September 2020, and
 - (v) receive an induction to safeguarding and child protection, and undertake annual refresher training;
- (h) that procedures, in line with statutory guidance, exist for dealing with allegations against a member of staff or volunteer;
- (i) that safer recruitment practices are followed and that they comply with the requirements of *Keeping Children Safe in Education*, DfE, September 2020;
- (j) it receives a safeguarding report each term that includes a record of training undertaken or to be undertaken by staff, a record of all safeguarding activity, and an explanation of how the school complies with its statutory requirements;
- (k) all governors undertake regular safeguarding (refresher) training; and
- (l) governors undertake safeguarding visits to monitor compliance and to ensure that any weakness in safeguarding arrangements is promptly corrected.

20.2 ***The Head Teacher***

The Head Teacher shall

- (a) appoint members of the leadership team as DSL within the school (see *paragraph 2.8 above*);
- (b) appoint a Deputy DSL to ensure that in the event of a DSL being absent there will always be a person of DSL status within the school (see *paragraph 2.8 above*);
- (c) ensure that the policies and procedures (in particular those relating to a referral of a suspected case of abuse including neglect) adopted by the Governing Body are implemented and followed by all staff;

- (d) ensure that a safe and secure environment is created and maintained within the school to the end that staff, pupils, volunteers, governors and visitors are encouraged and free to raise concerns about the safety and welfare of the pupils in a sensitive and timely manner;
- (e) liaise with the Local Area Designated Officer (LADO) should any allegations of abuse be made against a member of staff.
- (f) sufficient resources are allocated and expended to enable the staff team to discharge their duties and responsibilities for child protection and safeguarding;
- (g) appropriate checks are carried out on all applicants for positions, both paid and voluntary, within the school, including the checking of entry qualifications, professional and character references, health and physical capacity, previous employment history (including ensuring that any gaps are accounted for), and criminal records;
- (h) all staff and volunteers undertake appropriate training and are aware of procedures for reporting concerns;
- (i) all staff are aware of the procedures for dealing with allegations of abuse against members of staff in accord with the school Whistle-blowing Policy;
- (j) ensure that relevant parents and carers are informed when necessary referrals to appropriate authorities are made by the school; and,
- (k) ensure that parents are aware that the police have a right to speak with a child without parental consent when it is deemed to be in the best interests of the child and that they may do so on the school premises but they may not remove the child from the premises without the permission of the Head Teacher.

20.3 ***The Designated Safeguarding Lead (DSL)***

The DSL shall

- (a) carry out the duties outlined in Annex B of *Keeping Children Safe in Education*, DfE, September 2020;
- (b) provide advice and support to staff on child protection and child welfare;
- (c) maintain written records and child protection files and shall ensure that they are kept confidential and stored securely;

- (d) ensure that all staff and volunteers are aware of the policy and procedures to be followed;
- (e) manage referrals and refer
 - cases of suspected abuse to children's social care,
 - radicalisation concerns to the Chanel programme officer, and
 - relevant cases when a crime has been committed to the police and Disclosure and Barring Service; and,
- (f) help promote educational outcomes by sharing information about the issues that children, including children with a social worker, experience with teachers and leadership staff.

20.4 ***The Designated Governor***

The designated governor shall ensure that this Safeguarding Policy is implemented, and monitored, and that the statutory guidance of *Keeping Children Safe in Education* (September 2020) is wherever possible more than complied with within the school (*see page 24 for a minimum termly checklist*)

The Designated governor's key responsibilities shall include:

- (a) regular contact with the Designated Lead for child protection;
- (b) the promotion of well-being, safeguarding and child protection within the School;
- (c) ensuring that the Governing Body has suitable Child Protection and Safeguarding policies and associated procedures which comply with prevailing regulations, guidance, standards, best practice, and advice;
- (d) an annual review of safeguarding policies and practices within the school;
- (e) reporting regularly to the Governing Body on safeguarding matters;
- (f) ensuring that appropriate safeguarding training is in place for all staff and that relevant additional safeguarding training for the DSL and Deputy DSLs is undertaken as required;
- (g) undertaking appropriate safeguarding training and maintaining an up-to-date knowledge of safeguarding requirements for the School;

- (h) helping to broaden the understanding of the Governing Body on safeguarding issues;
- (i) ensuring deficiencies in the School's safeguarding practices are reported to the Governors, investigated and addressed; and,
- (j) ensuring that governors receive appropriate Safeguarding training.

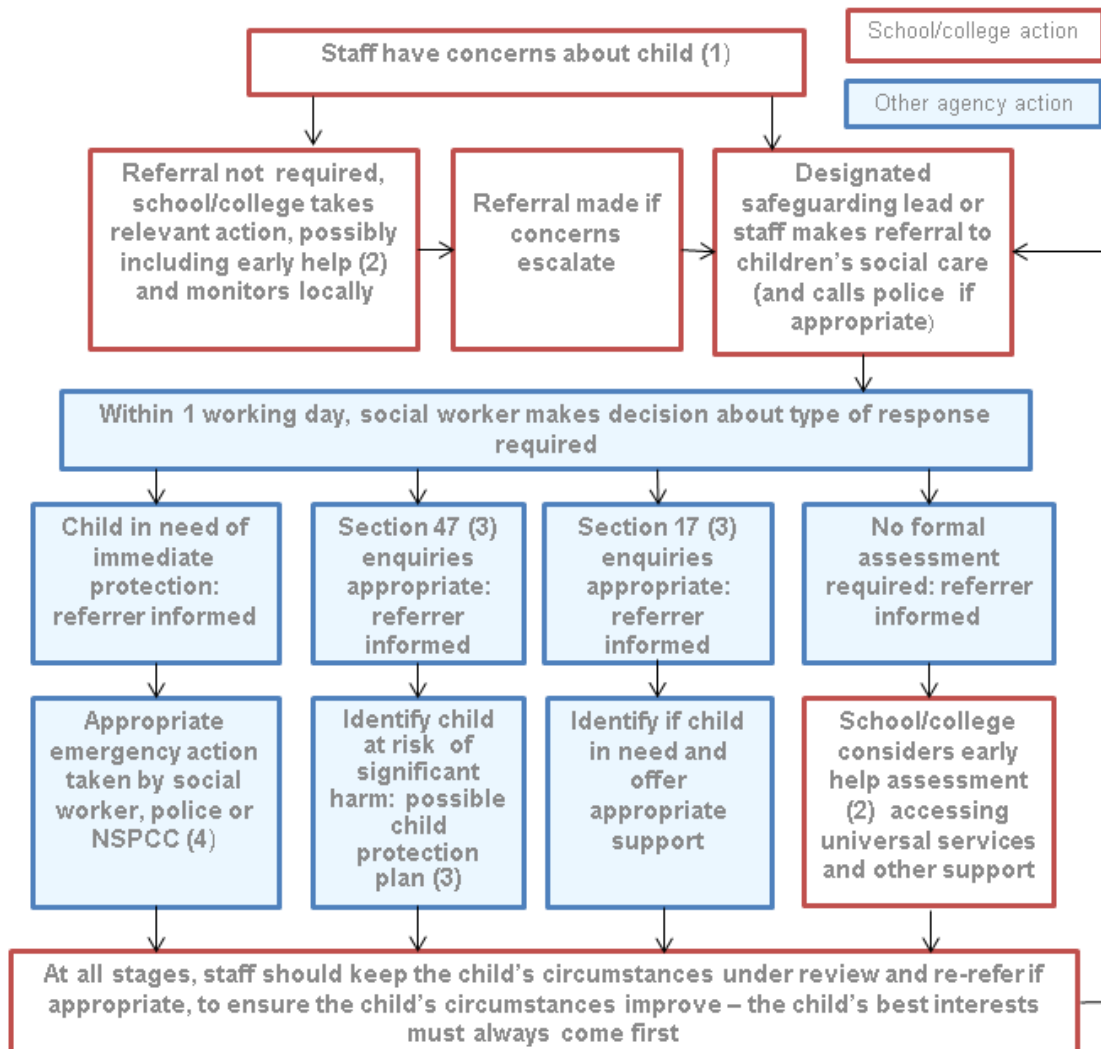
20.5 *All Staff and Regular Visitors*

All members of staff shall ensure that they respond immediately and appropriately, following the agreed policies and procedures for the school, when they are made aware of or suspect any matter relating to Child Protection, the Prevent Strategy, and Safeguarding.

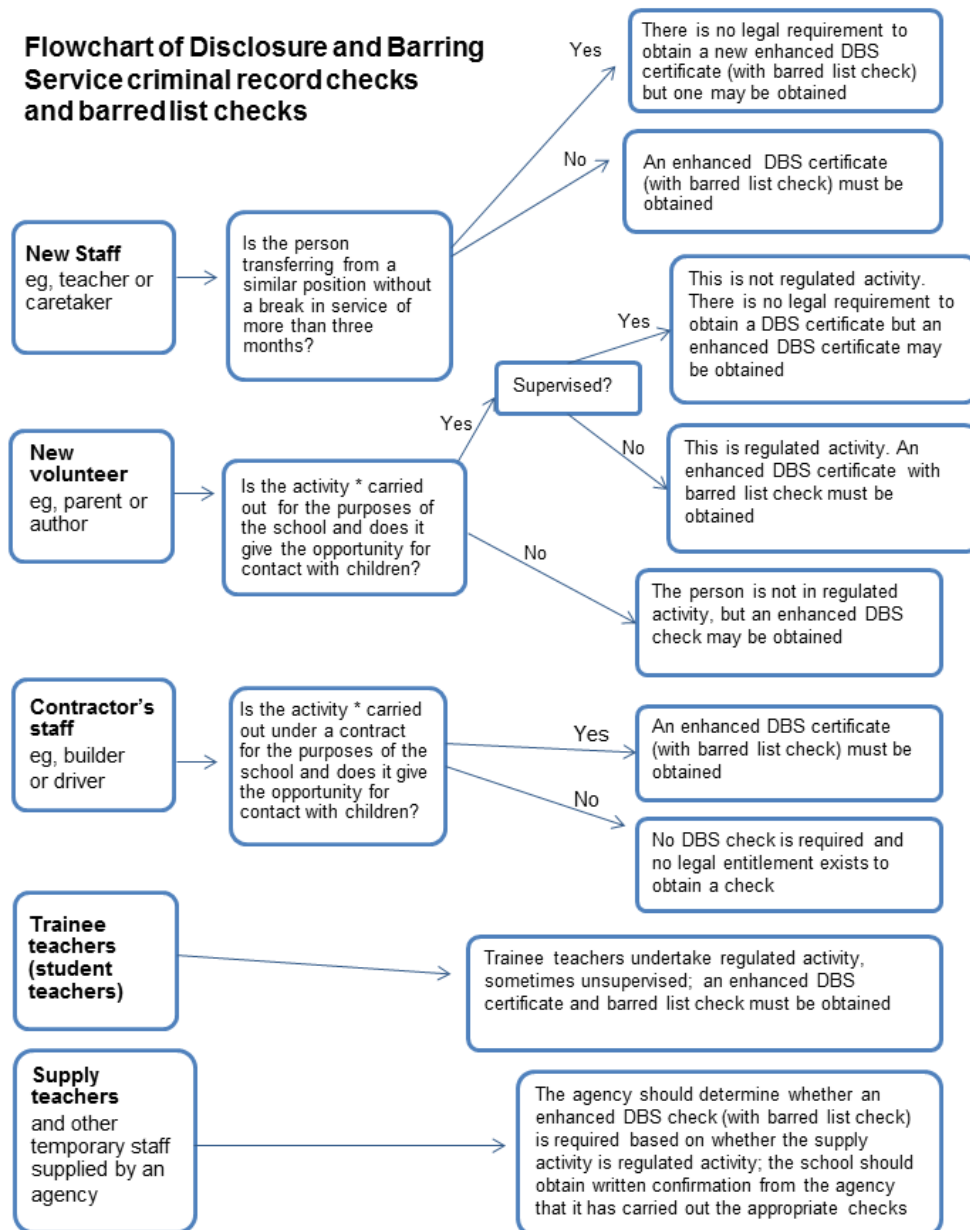
21. Review

The Governing Body shall review this policy every year or sooner if Regulations are changed.

Actions where there are concerns about a child



Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Governor with Responsibility for Safeguarding

Termly Safeguarding Check List

Term _____ Date _____

Discussion with DSL (*see separate record*)

Checked key policies reviewed and up-to-date:

Child Protection Policy, Code of Conduct, Safeguarding Policy

Checked records of safeguarding concerns/referrals (security and management)

Checked records of allegations of bullying (security and management)

Informed of number and type of referrals made and/or current concerns

Informed of any allegations of abuse made against pupils – peer on peer

Checked management of central register with the Business Manager

Confirmed all staff training up-to-date with the Business Manager

Evidence of parental knowledge of safeguarding issues

Brief conversation with a member(s) of staff to ensure that his/her knowledge of safeguarding policy is adequate (including the Prevent Duty)

Checked with Head Teacher as to whether any allegations of abuse have been made against staff

Brief conversation with a pupil(s) to ensure that he/she knows what to do if he or she does not feel safe (including Peer on Peer pressure)

Checked with the Chairman of the Governing Body as to whether any allegations of abuse have been made against the Head Teacher.

Comments, concerns, matters to address:

Signed _____ (Governor) date _____

_____ (DSL) date _____

ADDENDUM April 2020

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners (Newcastle Local Authority, Clinical Commissioning Authority and the Police).

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

Have a social worker, including children:

- With a child protection plan
- Assessed as being in need
- Looked after by the local authority
- Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

The best interests of children must come first

If anyone has a safeguarding concern about any child, they should continue to act on it immediately

A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)

It's essential that unsuitable people don't enter the school workforce or gain access to children

Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children still attending school and those at home.

For staff who are working off-site, who have any concerns, they are to contact the school office to speak to the duty DSL.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or a deputy) are not in school, they can be contacted remotely on: 07546524590.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

Our 3 local safeguarding partners

The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance is in place.

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

Follow up on their absence with their parents or carers, by telephone home or visit where this cannot happen

Notify the central social work team, longtermsocialworkteams@newcastle.gov.uk

LAC contact the lyndsey.pilling@newcastle.gov.uk

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', where there are safeguarding concerns. This will include children with Early Help Plans, children going through the process of an EHCP or children who would be less vulnerable in school due to circumstance at home. We will work with parents/carers to do this. If these children will not be attending school, we will put a contact plan in place, as explained in section 10 below.

10. Contact plans

We have contact plans for children with a social worker and other vulnerable children, where:

They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this would not be in the child's best interests);

They would usually attend but have to self-isolate

The school will make contact at least once a week, Emma Hields or Bryn Taylor will make contact by telephone, doorstep visits, or a combination of both

We have agreed these plans with children's social care where relevant, and will review them where needed.

If we can't make contact, we will notify the central social work team, longtermsocialworkteams@newcastle.gov.uk

11. Safeguarding all children

Staff and volunteers are aware that actions taken due to Covid 19 potentially put children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or other safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

For children at home, they will look out for signs like:

Not completing assigned work or completing daily quizzes

No contact from children or families

Seeming more withdrawn during any communication

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health.

12. Online safety

12. In school

We will continue to have appropriate filtering and monitoring systems in place in school.

12.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour code of conduct and the IT acceptable use policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children are signposted to sources of support and know how to report any concerns they have,

12.3 Working with parents and carers

We will make sure parents and carers:

Are aware of the potential risks to children online and the importance of staying safe online

Know what our school is asking children to do online, including which sites they will be using and who they will be interacting with from our school

Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides

Know where else they can go for support to keep their children safe online, with links placed on the school website

13. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

We will signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

14. Staff recruitment, training and induction

14.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

14.2 *Staff 'on loan' from other schools*

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

14.3 *Safeguarding induction and training*

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

A safeguarding induction

A copy of our Safeguarding and Children Protection policies (and this addendum)

Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

A copy of our Safeguarding and Child Protection policies and this addendum

Confirmation of local processes

Confirmation of DSL arrangements

14.4 *Keeping records of who's on site*

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

Everyone working or volunteering in our school each day, including staff 'on loan'

Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

15. Children attending other settings

When children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Whenever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

The reason(s) why the child is considered vulnerable and any arrangements in place to support them

The child's EHC plan, child in need plan, child protection plan or personal education plan

Details of the child's social worker

Details of the virtual school head

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

16. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners or DfE is updated, and as a minimum every 3 weeks by Mrs Judith Sword, Head Teacher and the Governing Body.

17. Links with other policies

See cover sheets and section 15 of this policy.