



# Bonnygate Primary School Safeguarding Policy

Designated Safeguarding Lead:  
Mrs Louise Coates:

Deputy Designated Safeguarding Lead:  
Mr Gareth Jones:

Nominated Governor:  
Jo Spicer

Education Lead Officer for Safeguarding:  
Neale Laurie  
[nlaurie@thurrock.gov.uk](mailto:nlaurie@thurrock.gov.uk)

Referral to Social Care Services

Where a school have URGENT and IMMEDIATE concerns for the safety and welfare of a child during office hours telephone 01375 652802

To make URGENT referrals OUT OF HOURS telephone 01375 372468

Signed: \_\_\_\_\_  
Nominated Governor

Signed \_\_\_\_\_  
Headteacher

October 2011

*“Education staff have a crucial role to play in helping identify welfare concerns and indications of possible abuse or neglect at an early stage.”*  
Working Together 2006

*“Schools have a duty to ensure that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of the children who are its pupils.”*  
Education Act 2002 Section 175

***“Children become the victims or beneficiaries of adult actions”***  
***Hugh Cunningham 2006***

## **Safeguarding and Promoting Welfare**

“Safeguarding” is an umbrella term encompassing the whole wellbeing of a child and recognises the importance of the preventative agenda. Child Protection is an important component of “safeguarding”

### **Definition**

All adults working in education have a duty to safeguard and promote the welfare of children which is defined in the **Stay Safe Action Plan DCSF 2008** as:-

‘The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.’

### **This definition covers the full spectrum of safeguarding:**

- *Universal safeguarding* – Working to keep all children and young people safe and create safe environments for all children
- *Targeted safeguarding* – Some groups of children are more at risk than others, and it is important to target policies and services to these groups, to help keep them safe from harm i.e. children with additional needs or children in need
- *Responsive safeguarding* – Unfortunately, no matter what we do, there will always be some children and young people who suffer harm. We need to respond quickly and appropriately when this happens – supporting children and dealing with those who harm them i.e. children in need of protection

(Reference Stay Safe Action Plan DCSF 2008)

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 Thurrock Local Safeguarding Children Board (LSCB) <http://www.shapingthurrock.org.uk/safeguard/>

## Bonnygate Primary School Safeguarding Children Statement

Bonnygate Primary School's whole-school safeguarding policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.

The school policy for Safeguarding was developed and agreed by the senior staff and has the full agreement of the Governing Body.

### Introduction

Bonnygate Primary School fully recognises the contribution it can make to protect the children and support the pupils in its care. There are three main elements to Bonnygate Primary school's safeguarding policy:

1. **prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models)
  2. **protection** (following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns)
  3. **support** (to pupils and school staff and to children who may have been abused)
- This policy applies to all employees of Bonnygate Primary school

### We therefore strive to:

- Ensure we practice safer recruitment in compliance with the "Safeguarding Children and Safer Recruitment in Education" (DCSF/04217/2006)
- Raise awareness of safeguarding issues and equip children with the skills needed to keep them safe
- Implement procedures for identifying and reporting cases, or suspected cases, of abuse
- Support children who have been
- Establish a safe environment in which children can learn and develop
- Ensure that all staff receive appropriate safeguarding training

We are aware that because of the day-to-day contact with the children, school staff are well placed to observe the outward signs of harm. We, therefore, work hard to:-

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried

### Significant harm

It is the Local Authorities duty is to investigate (S47 of the Children Act 1989). Where a Local Authority is informed that a child who is living, or is found, in their area is either subject to an emergency protection order, Police protection or they have reasonable cause to suspect suffering or is likely to suffer significant harm they must make such enquiries as necessary to

promote or safeguard the child's welfare. The Children's Services Social Care Department undertake this responsibility on behalf of the Authority once a referral has been made. Harm means ill treatment or the impairment of health or development; development means physical, intellectual, emotional, social or behaviour development. Health means physical or mental health. Ill-treatment includes sexual abuse and forms of ill-treatment which are not physical.

**Note:** harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person (Adoption and Children Act 2002)

'Significance could exist in the seriousness of the harm or the implication of it. This will be a finding of fact for courts. The court will have to establish which standard of health and development would be reasonable to expect for a child with similar attributes, assess the shortfall against the standard and decide whether the difference represents significant harm.'  
(*Children Act guidelines and Regulation*).

### **Parental Involvement**

Parents/Carers should be aware that the school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Safeguarding Children Procedures and inform the Children's Services Social Care department or the Police Public Protection Unit of their concern.

### **Leadership and Management**

Bonnygate Primary School acknowledges that anxiety undermines good practice and has identified clear line of accountability to ensure that staff dealing with child welfare concerns are supported and have access to appropriate training and advice. At Bonnygate Primary School any individual can contact the following if they have concerns about a young person;-

Safeguarding Lead is Mrs Louise Coates (Head teacher) and Mr Gareth Jones (deputy Head teacher) will deputise in her absence

The Safeguarding Governor is Jo Spicer.

### **The Governing Body**

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment.

In particular the Governing Body must ensure:

- Child protection policy and procedures
- Safe recruitment procedures
- Appointment of a DSP who is a senior member of school leadership team
- Relevant child protection training for school staff is attended
- Safe management of allegations
- Deficiencies or weaknesses in child protection arrangements are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher

- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged

## Training

*“Staff across frontline services need appropriate support and training to ensure that as far as possible they put themselves in the place of the child or young person and consider first and foremost how that situation must feel for them. “ Lord Laming 2009*

**All frontline staff in Education should be aware of the signs and symptoms of abuse and know how to respond appropriately to these concerns. Every one has a duty to make a brief, accurate record of the concerns and to discuss these without delay with the safeguarding lead.**

All staff need to attend safeguarding training accredited by the local Safeguarding Child Board every 3 years.

The safeguarding leads need updating every 2 years and must attend additional multiagency training in order to ensure the school works well with partner agencies to safeguard children.

## Listening to and responding to children

**“Every child should be listened to, no matter how difficult they are to talk to” Laming Report 2009**

This school acknowledges that empowering young people to talk to adults that they trust and ensuring that these individuals respond appropriately is the most effective way of keeping children safe from abuse. This school has developed strategies to ensure that its pupils have a range of adults with whom to share their concerns including Circle Time, worry boxes and named staff for vulnerable children.

## When to be Concerned

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 3 for details.**

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of ‘boundaries’, lack stranger awareness
- Appear wary of adults and display ‘frozen watchfulness’

## Dealing with a Disclosure

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping appendix 2)
- Pass information to the Designated Senior Person without delay
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

## Support

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

## Record keeping procedure

*'Record in writing all concerns, discussion about the child, decisions made and the reason for those decisions.'* "What to do if you're worried a child is being abused 2006"

- Any member of staff who has concerns about the welfare of a child must share this information, without delay with the Safeguarding Lead
- Staff must make a brief accurate record of these concerns using the agreed proforma, recording any allegations that the child makes in the child's own words if possible.
- These records are stored securely in the headteacher's office and the information shared with staff only on a "need to know basis".
- The child protection record must be transferred to the Safeguarding Lead of the admitting school should the child change schools.

## Confidentiality

- We recognise that all matters relating to child protection are confidential
- The Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot make a promise to a child to keep secrets

## Referral

The designated safeguarding lead should assess all information available to the school about a child and refer to Social Care Initial Response Team if appropriate and confirm this referral in writing by completing Safeguarding Children in Education Referral Form (within 48 hours).

(See Appendix 2)

All action is taken in line with the following guidance;

- a) Thurrock Local Safeguarding Children Board (LSCB) Guidelines, the SET (Southend, Essex and Thurrock) Child Protection Procedures, a copy of which is available in the office and published on <http://www.shapingthurrock.org.uk/safeguard/>
- b) "Safeguarding Children and Safer Recruitment in Education" (DCSF 04217-2006BKT-EN) <http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/>
- c) "What To Do If You're Worried A Child Is Being Abused" (published by Department of Health, DfES, Department of Culture Media and Sports, Home Office, Office of Deputy Prime Minister and the Lord Chancellors Department) - see Information for Professionals / National Guidance and Legislation on <http://www.shapingthurrock.org.uk/safeguard/>
- d) Working Together to Safeguard Children (2006, Department of Health) - see Information for Professionals / National Guidance and Legislation on <http://www.shapingthurrock.org.uk/safeguard/>

## Attendance at Child Protection Conferences & Core Groups

It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented or a report is submitted to any child protection conference called for children on their school roll or previously known to them. Whoever attends should be fully briefed on any issues or concerns the school has and be prepared to make decisions on registration at the end of the conference.

When a child is placed on the Child Protection Register and is, therefore, a child with a plan, it is the Designated Child Protection Coordinator's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation. If the school are part of the core group then the Designated Safeguarding Lead should ensure that the school is represented at these meetings; that there is a record of attendance and issues discussed. All concerns about the child protection plan and / or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the Designated Safeguarding Lead must inform the child's key worker **immediately** and then record that they have done so and the actions agreed. (*Refer to the SET procedures chapters 8 for conferences and chapter 9.4 for child protection plans*)

## Allegations Involving School Staff/Volunteers

Whenever it is alleged that a member of staff/volunteer has:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child

- Behaved toward a child in a way which indicates s/he is unsuitable to work with children

the person receiving the allegation must take it seriously and immediately inform the Headteacher.

If any member of staff/volunteer has reason to suspect that another member of staff/volunteer may have abused a child at the school, or elsewhere, they must immediately inform the Headteacher.

They should also make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. Using the proforma (appendix 1) This record should be signed and dated and immediately passed on to the Headteacher.

If the concerns are about the Headteacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is:

NAME:

CONTACT NUMBER:

Jo Spicer

The Headteacher will not investigate the allegation itself, or take written or detailed statements, but he/she will assess whether it is necessary to refer to Social Care in consultation with the Local Authority Designated Officer.

If it is decided that the allegation warrants further action through Child Protection Procedures the Headteacher must immediately make a referral to Social Care so that the allegation can be investigated in accordance with the Local Safeguarding Children Board Child Protection Procedures.

If it is decided that it is not necessary to refer to Social Care, the Headteacher and Local Authority Designated Officer will consider whether there needs to be an internal investigation.

The Headteacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

**For further information see:** The management of allegations and concerns regarding the professional conduct of staff.

### **Support for Vulnerable pupils**

This school believes that it has an important role in militating against the harm that children can experience because of exposure to forms of abuse. e.g by incorporating aspects of Social Emotional Aspects of Learning (SEAL) into our curriculum.

We are committed to working with other agencies to support our most vulnerable students. We recognise we can contribute to this by contributing to the CAF process, attending MAG meetings, attending Child Protection Conferences, Core Groups and Child Care meetings.

## E-Safety

We acknowledge that new technologies, while enhancing learning opportunities, can provide ways of exposing young people to potentially harmful experiences. This school has an acceptable use policy and all staff must take such abuse seriously.

## Domestic Abuse

“The effect of domestic violence on children is such that it must be considered as abuse”

Safeguarding Children and Safer Recruitment in Education 2007

- Statistic confirm the strong link between domestic abuse and Child Abuse

Our Staff must take any incidents of domestic abuse seriously and take a proactive role in ensuring the safety of those impacted including contributing to the MAG process and referring pupils for additional support.

## Bullying

(See Anti-bullying Policy)

*“The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies.”*

Working Together to Safeguard Children 2006

## What is bullying?

Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened.

Bullying is repeated over time.

Bullying makes those being bullied feel powerless to defend themselves.

## **Making Children Aware**

As part of developing a healthy lifestyle children should be taught:-

- to recognise and manage risks in different situations and then decide how to behave appropriately
- to judge what kind of physical contact is acceptable and unacceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help
- to use assertiveness techniques to resist unhelpful pressure

Children should feel valued, respected and able to discuss any concerns they have. The school displays helpful information including Children’s Helplines (NSPCC, ChildLine) to provide assurance that it’s okay to talk.

## **Safer Recruitment and Retention**

- This school operates vetting and safe recruitment practices.
- Mrs Louise Coates, Headteacher, Gareth Jones Deputy Head teacher, Jo Spicer Chair of Governors and Penny Partridge Admin Officer are accredited in Safer Recruitment. At least one member of the recruitment panel will have passed the required assessment. All staff will be given safeguarding and code of conduct information as part of their induction.
- Procedures are in place to support all staff who have concerns about the conduct of any adults working in school, either in a professional role or in a voluntary capacity. (See Whistle Blowing Policy)

## **Health and safety**

(See Health and Safety Policy)

- The school has a health and safety policy, which is monitored by the relevant committee of the school governors. A copy of this policy can be viewed by arrangement at the school office.
- The LA produces a monitoring checklist, which has to be completed on a yearly basis. The Headteacher, the member of staff with responsibility for Health and Safety and the Governors with responsibility for Health and Safety oversee this comprehensive list. Any concerns from staff are reported to any of the above and the site manager carries out an initial examination, assessing what remedial action needs to take place.
- Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment. There is also a critical incidents plan that details what staff and parents should do in the case of emergencies.
- Risk Assessment is undertaken for activities, visits and trips.

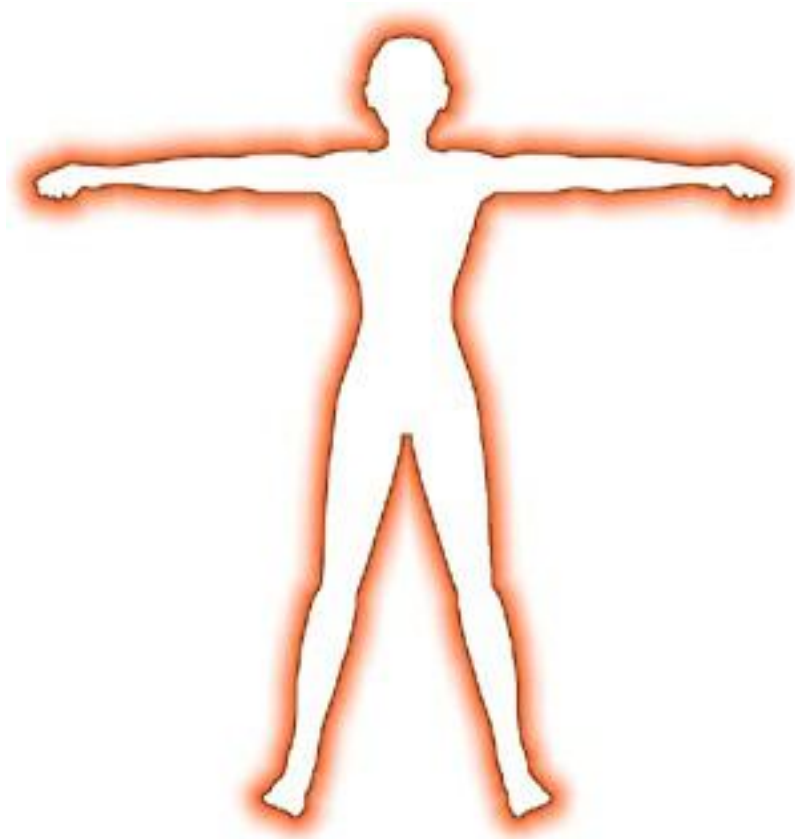
## **First Aid**

In school there are trained members of staff who oversee first aid. There are a number of first aid kits situated around school. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

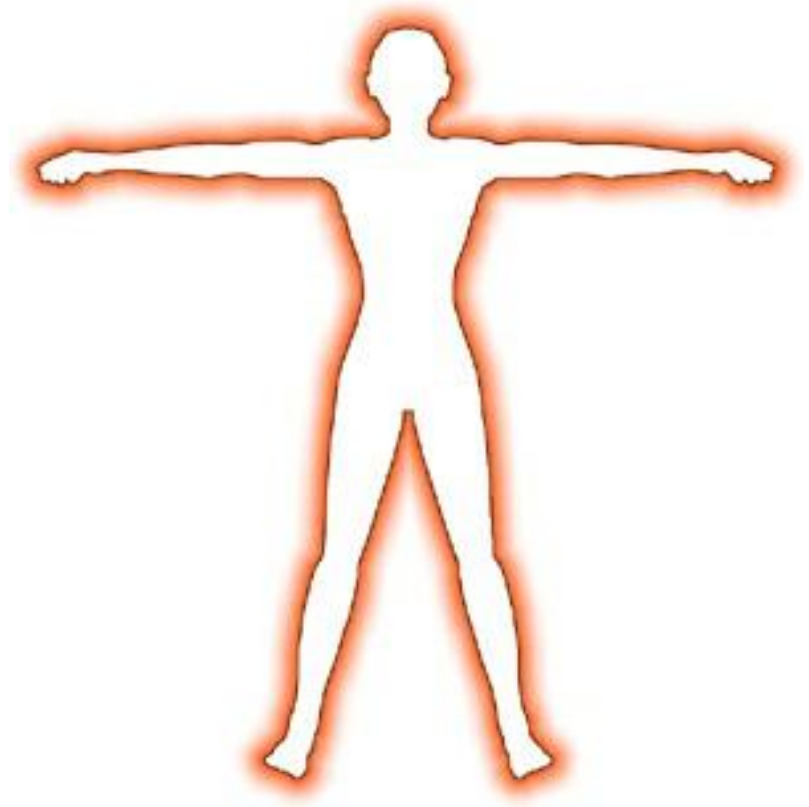
- A member of staff attends to the child
- The incident is logged in the accident book
- For head injuries a note to parents/carers is issued
- If there is any doubt at all a parent/carer is contacted
- For matters of an intimate nature, staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or Deputy. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters. In rare circumstances the appropriate emergency service will be contacted as a matter of urgency before the parent.



## Sites of Injury



FRONT \



## Appendix 2

# Safeguarding Children Referral Confirmation Form



If you have concerns about Safeguarding a Child discuss concern with your Line Manager, Designated Teacher, Head Teacher, Safeguarding Children in Education Team tel: 01244 977963

If you decide to share your concern with Social Care it will be helpful if you can have gathered as much of the following information as possible.

This form provides written confirmation of a (telephone) referral to Social Care Access Team.

• <b>Name of Child</b>	<b>dob</b>	<b>Age</b>
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• <b>Ethnic Origin</b>	• <b>School</b>
------------------------	-----------------

• <b>Time, Date Contact with IRT</b>
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• **Do you have Child Protection concerns?**     yes     no

• **Has this concern been discussed with carers?**     yes     no

• <b>Name of Referee</b>	
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• **Allegation/Present Concern**    *What child has actually said in the child's own words. Description of incident/injury, observation of child's behaviour. Time, date of alleged incident or changes in behaviour*

• <b>Referrers Perception</b> <i>Idea of urgency/risk</i> <i>Why they feel level of urgency</i>	
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• **Details of Child in Need** *Sex, Special Needs, Address, who they live with*

• **Basic Information**  
*Family Content – siblings + previous concerns/ incidents – parent responsibility. Relevant family history. Any family members who would present risk to child or to worker. Other adults who have regular care of child.*

Child's GP (if known)

Child's Social Worker (if known)

• **Education Referrer (Name)**   
**(Status/Role)**   
**Signature**.....

<p><b>School Details:</b>          Bonnygate Primary School          Arisdale Avenue          South Ockendon          Essex          admin@bonnygateprimary.thurrock.sch.uk          Tel No: 01708 853316</p>	<p><b>Other agencies involved:</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Contact details</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Name	Contact details				
Name	Contact details						

Send a copy of this form within 48 hours to Social Care Access (Duty) Team and Senior Education Welfare Officer in your location.  
 Date copy sent:.....

## **APPENDIX 3**

### **INDICATORS OF POSSIBLE SIGNIFICANT HARM**

#### **POSSIBLE SIGNS OF PHYSICAL ABUSE**

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

#### **POSSIBLE SIGNS OF EMOTIONAL ABUSE**

- Probably the most difficult type of abuse to recognise. An emotionally abused child is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

## **POSSIBLE SIGNS OF SEXUAL ABUSE**

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
  
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

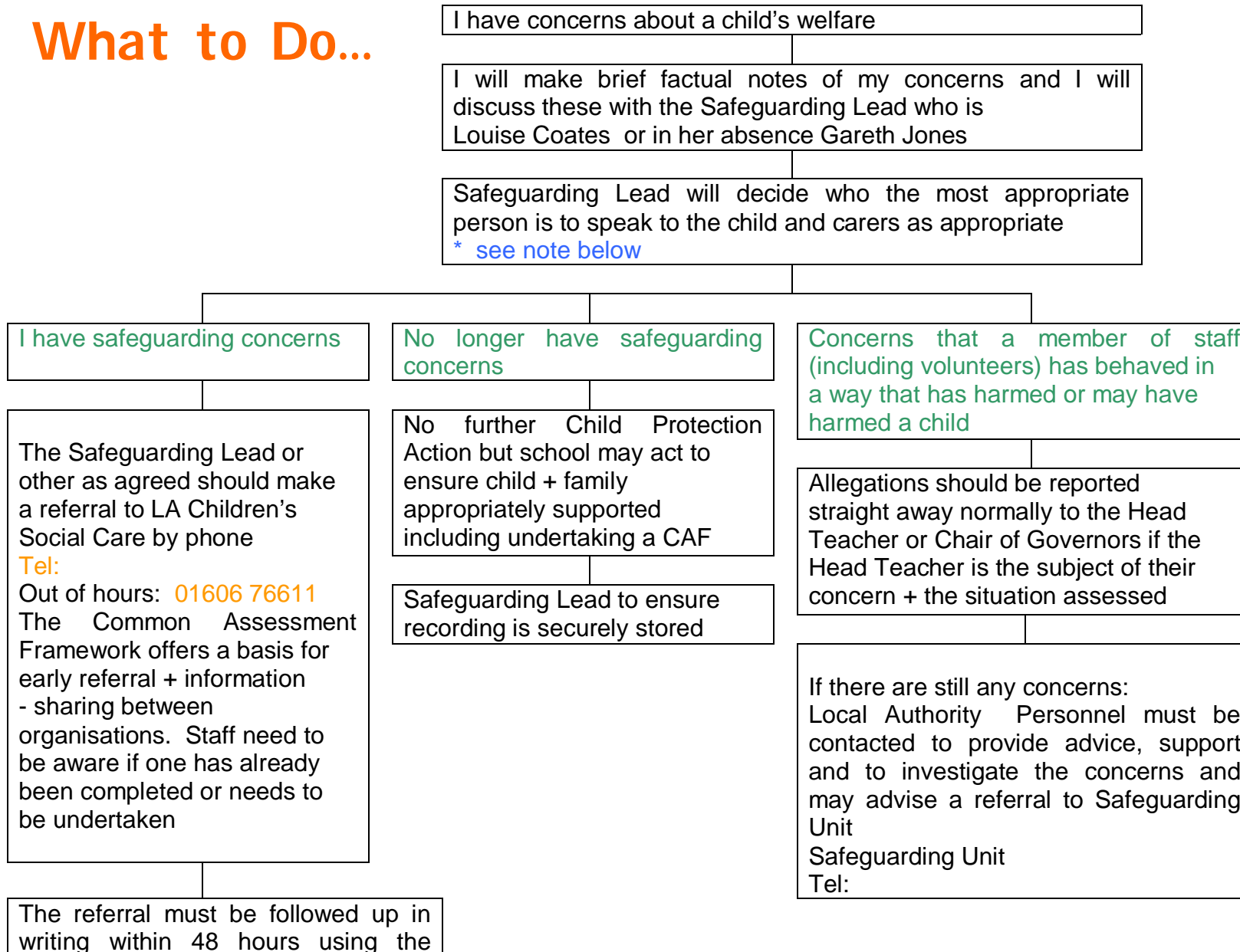
## **POSSIBLE SIGNS OF NEGLECT**

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

**In addition to all the above signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm.**

If you're worried a child is subject to any form of any abuse

# What to Do...



Proforma See Appendix 2

Social worker and manager acknowledge receipt + decide on next course of action within one working day. School staff should contact Social Care if they are unsure of actions being undertaken by Social Care

School staff will continue to support the child and attend multiagency meetings as appropriate

Safeguarding lead should ensure that all recording is securely stored for 6 years past the child's 18<sup>th</sup> birthday and a copy is passed on to the receiving school should the child transfer to a new school

\* Professionals should seek to discuss any concerns with the family and where possible to seek their agreement to make referrals to LA Children's Social Care. **This should only be done where such discussion and agreement-seeking will not place a child at increased risk of significant harm eg not in cases where sexual abuse is suspected.** Working Together 2006 p104

## Safeguarding

### **Governors Compliance Checklist**

		Yes	No
1	<i>The school has in place a safeguarding and child protection policy that has been agreed by the governing body and are known to all staff</i>		
2	The school has in place child protection procedures that are in accordance with the Local Safeguarding Children Board (LSCB)		
3	The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers, who will work with children, including Criminal Record Bureau and List 99 checks		
4	Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with LSCB guidance and locally agreed inter agency procedures		
5	A senior member of the school's leadership team has been designated to take lead responsibility for dealing with child protection issues, provide advice and support to their staff, liaise with the LA and work with other agencies. There is a second named person.		
6	The designated person has undertaken basic awareness, further job specific training and training in inter-agency working. Refresher training should be undertaken at two yearly intervals		
7	All other school staff who work with children have undertaken appropriate training about their role and responsibility and refresher training at three yearly intervals		
8	Temporary staff and volunteers who work with children are made aware of the schools' arrangement for child protection, and of their responsibilities		
9	The school keeps up to date records of all staff training who have undertaken safeguarding training including levels of training and dates. This should include temporary staff and volunteers. This should be shared with governors and the LA		
10	A member of the governing body (usually the chair) has been nominated to be responsible for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the head teacher		
11	The policies and procedures are reviewed annually to ensure they remain LSCB compliant. Reviews are minuted at a full GB meeting. Policies are dated		

internet

home

talk

e-safety

tell

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If I am worried I can talk to:

Safeguarding Lead: Mrs Coates or Mr Jones

Safeguarding Governor: Jo Spicer

Education Lead Officer for Safeguarding: Neale Laurie  
01375 652535

Pastoral: Mrs Stukins

Peer mentors: Mrs Hodges & Year Five designated children

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