

Golden Flatts Primary School
Safeguarding Policy

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1. Statement of Intent

Golden Flatts Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing board, the Executive Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL (Designated Safeguarding Lead).
- Ensuring that the Executive Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

2. Legal framework

This policy has due regard to relevant legislation including, but not limited to, the following:

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- [New for 2018] General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- [New for 2018] [Schools providing education to pupils under the age of eight only] The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

Statutory guidance:

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- Non-statutory guidance
- DfE (2015) 'What to do if you're worried a child is being abused'

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- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

This policy is designed to be used in conjunction with other policies such as the following:

- Children in Need of Protection Policy
- Intimate Care Policy
- LAC Policy
- Lynnfield Staff Code of Conduct Policy
- Positive Handling Policy
- Safeguarding and Child Protection Team Home Visit Policy

3. Definitions

The terms "children" and "child" refer to anyone under the age of 18.

For the purposes of this policy, "safeguarding and protecting the welfare of children" is defined as:

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

For the purposes of this policy, the term "harmful sexual behaviour" includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

In accordance with the DfE's guidance, 'Sexual violence and sexual harassment between children in schools and colleges' (2018), and for the purposes of this policy, the term "sexual harassment" is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

For the purpose of this policy, the term "sexual violence" encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

The term "teaching role" is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction

and supervision of a qualified teacher or other person nominated by the Executive Headteacher to provide such direction and supervision.

4. Roles and Responsibilities

The Golden Flatts and Lynnfield Governing Body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children' (2018).
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Executive Headteacher or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.

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- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.

The Executive Headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, Children in Need of Protection Policy and the Children Missing from Education Policy.

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The DSL has a duty to:

- Refer all cases of suspected abuse to children's social care services (CSCS), the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the Executive Headteacher to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns. NB. The school will determine what "available" means, e.g. it may be appropriate to be accessible by electronic means such as phone or Skype.

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- Hold the details of the LA personal advisor and liaise with them as necessary.
- The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order for all of us at Lynnfield to fulfil their responsibilities effectively, we must always consider what is in the best interests of the child. Fears concerning information sharing cannot be allowed to prevent the need to promote the welfare and protect the safety of children.

No single person can have a full picture of the child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. All staff should be aware of safeguarding issues such as:

- Drug taking
- Alcohol abuse
- Truancy
- Sexting

all of which may indicate further issues and which directly put children in danger. All staff should know the procedure for safeguarding children.

5. Interagency working

- The school contributes to inter-agency working as part of its statutory duty.
- The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- The school recognises the importance of information sharing between professionals and local agencies in order to effectively meet pupils' needs.
- Staff members are aware that whilst the GDPR and the Data Protection Act 2018 places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).
- Staff in school are in a unique and privileged position in early identification of concerns and have a vitally important role to play in the safeguarding of our children.

6. Early Help

All staff are expected to identify children who may benefit from Early Help. This means providing support as soon as the problem emerges at any point in the child's life. In the first instance, staff should report to and discuss their concerns and Early Help requirements with the Safeguarding Lead. Staff may be required to support other professionals and share information in the completion of an Early Help Assessment. The Safeguarding Lead will support the member of staff in this. If Early Help and/or other support are appropriate, the case should be kept under constant review and consideration regarding referral to Social Care if the situation does not appear to be improving.

If a member of staff feels that a child is in immediate danger or at risk of harm, they can make the referral to the Social Care Team or the police themselves.

How to make a referral

If a member of staff believes a child is at risk they must inform the Safeguarding Lead or in their absence any member of the Safeguarding Team.

If for any reason the Safeguarding Team are unavailable, staff can ring for advice from the Children's Hub on 01429 284284.

Staff may be asked to complete a Safer Referral Form (See Appendix 1). This needs to be filled in in as much detail as possible to help understand the needs of the child, the family and what your concerns are.

Staff may also be asked to phone parents/carers and say that this is happening.

It is extremely rare that there are no SLT or PSA in school at the same time.

Any pupil may benefit from Early Help, but in particular, staff will be alert to the potential need for Early Help for pupils who:

- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

7. Use of CPOMS

Lynnfield School use the CPOMS system to record all concerns, discussions and decisions, and the reasoning behind those decisions to have written accounts for all children. There is a facility to record all actions taken subsequently. All staff – teachers/teaching assistants/clerical staff have access to CPOMS. Other staff, including dinner supervisors, kitchen staff and cleaning staff should speak to the safeguarding lead, other SLT members or teachers to record any concerns. Volunteers, visiting students and outside agency staff working in school should also pass on concerns to staff.

8. Child Abuse

The NSPCC definition of child abuse is: 'where there is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional/community setting by those known to them, or rarely, by others (e.g. on the internet). They may be abused by an adult or adults or another child or children.'

Where it is believed a child is suffering from a form of maltreatment, staff within school have a responsibility to take action.

As part of the ethos of the school, staff and governors are committed to:

- Encouraging/supporting parents and carers and working together in partnership with them.
- Ensuring that all staff members are aware of Child Protection issues and protocols and how to respond to concerns

- Ensuring that all members of staff feel supported when involved with Child Protection issues
- Ensuring that the children enjoy a secure and safe learning environment and have the confidence to disclose any concerns

The school acknowledges that staff. By virtue of their day to day contact with and knowledge of children in the school, are well placed to identify abuse and offer support to children in need.

Complexities of abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition. In most cases, multiple issues will overlap one another.

9. Female Genital Mutilation (FGM) and Honour-Based Violence (HBV)

Girls from Africa and Arab States between the ages of 1 and 15 years of age are often subject to genital mutilation. This involves the removal of external genitalia for cultural reasons. It has serious implications on their physical and mental health. It is recognised as a crime in UK under the Serious Crime Act 2015. If we suspect a child has been genitally mutilated or has 'disappeared' from the family and is unaccounted for, the police must be contacted (see also Children Missing from Education Policy 2016).

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

A safer referral must be made if staff have concerns over FGM. Staff need to report to the police where they discover that FGM has been carried out on a girl under 18, and that they face disciplinary action if they fail to do so.

Staff should not be actively examining pupils for signs of FGM.

Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

For the purpose of this policy, a **“forced marriage”** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK. As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

10. Child Sexual Exploitation (CSE)

For the purpose of this policy, **“child sexual exploitation”** is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Identifying cases

School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends

- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

11. Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

12. Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"

Referrals to the Local Housing Authority do not replace referrals to Children's Services and Social Care where a child is being harmed or at risk of harm.

For 16- and 17-year-olds, homelessness may not be family-based and referrals to Children's Services and Social Care will be made as necessary where concerns are raised.

13. County lines criminal activity

For the purpose of this policy, "**County lines criminal activity**" refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

14. Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of '[Are you a young person with a family member in prison](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

15. Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will also be provided with the booklet '[Going to Court](#)' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

16. Contextual Safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to Children's Services and Social Care.

17. Peer on Peer abuse (including sexting and 'gender-based' bullying)

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is more likely to be bullying, cyber-bullying, gender-based violence, sexual assaults and sexting. (See also Anti-Bullying Policy and Appendix A of 'Keeping Children Safe in Education')

Through a programme of PSHE, assemblies, staff teach children the importance of recognising the signs of bullying and intimidation. We teach children the importance of telling an adult about this and all accusations of bullying are investigated initially by the class teacher then by a member of SLT. Parents of all parties are contacted and if necessary, dependant on the nature of the incident, involvement of the Children's Hub and social care or police. In all cases the welfare

of the victim and perpetrator are at the forefront of the investigation and both are treated with respect and with equity.

In cases of sexual peer on peer abuse, the guidelines 'Sexual violence and sexual harassment between children in schools and colleges' published by DfE May 2018 are followed.

This includes:

Sexual Harassment – sexual comments, 'jokes', taunting. Physical behaviour including touching and deliberately brushing past another pupil making inappropriate contact. On-line sexual harassment including, sharing of images/videos of a sexual nature (sexting), inappropriate comments on social media, exploitation coercion and threats.

Sexual Violence – rape, assault by penetration, sexual assault, harmful sexual behaviours.

The term "**harmful sexual behaviour**" is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage.

Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.

Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

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Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children. (LGBTQ+ stands for lesbian, gay, bisexual, transgender and queer (or questioning) and others)

The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

If staff think or know of peer on peer abuse, a referral will be made to Children’s Services and Social Care as outlined in this policy.

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (either on paper or electronically) and kept under review

See also DfE Publication - Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018)

18. Children Missing from Education (CME)

At Lynnfield Primary School we work closely with the Local Authority Attendance Officers to ensure that anyone absent for a certain period of time and referrals are

made after reasonable enquiries are made to discover their whereabouts. (See also Children Missing from Education Policy 2017, School Attendance Policy)

Any instances of truanting will be addressed by the assistant head and PSA with the support of the Local Authority Attendance Team. Truancy is often an underlying indicator of further problems with in the home, as part of family/peer relationships, risk taking behaviours and possible abuse/CSE (Children's Sexual Exploitation)

As part of the school attendance procedures, we inform the LA of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10-school days or more and whenever a child is removed from the admissions register.

When children apply for extended holidays abroad, notes are made of the first day of absence and expected return date. If the child/children do not attend school on the return date, a home visit is carried out and if there is no contact, a Missing Child Referral is made to the Local Authority Attendance Team.

19. Looked After Children (LAC)

Staff need to be aware of the issues around safeguarding Looked After Children. The most common reason the children have become 'looked after' is because they have suffered from abuse or neglect. Staff need to be able to keep these children safe by having the skills, knowledge and understanding from relevant training.

Staff need to know the legal status of Looked After Children. In particular, contact arrangements for birth parents and those with parental responsibility, the child's care arrangements and the levels of authority delegated to the carer by the local authority.

The Safeguarding Lead will have the social worker details and the name of the LA 'virtual head' who 'looks after the child'. They are also responsible for the welfare of LAC and have received appropriate training to be able to do so. The Safeguarding Lead attends the LAC Reviews and the PEP (Personal Education Plan) for each LAC pupil.

The Virtual School Head receives Pupil Premium Plus additional funding for each LAC in the school and work with the Safeguarding Lead to determine the best way to use this money to ensure good progress based on the needs outlined in the Personal Education Plan (PEP) (See also LAC Policy)

20. Special Educational Needs and Disabilities (SEND)

Additional barriers can exist when recognising abuse and neglect in SEND children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood swings and physical injury relate directly to the child's disability without further investigation.
- Children with SEND can be impacted on by bullying without outwardly showing any signs

- Communication barriers can prevent children from disclosing or can cause difficulties in investigating claims of abuse (not speaking in front of strangers etc.)

(See also Children in Need of Protection Policy)

As with guidance around all vulnerable pupils, investigations will be thorough and rigorous but always with an emphasis on protecting the children involved through assessment of their individual needs.

21. Safeguarding and the Curriculum

Staff will use different elements of the school's curriculum to raise pupil's awareness and build their confidence so that they have a range of contacts and strategies to ensure their own protection and they understand the importance of protecting others. These are taught through a broad and balanced curriculum. (See also PSHE Long Term Plan including Sex and Relationships Education, ICT Long Term Plan, Use of Physical Intervention Policy, Equal Opportunities Policy, Inclusion Policy)

22. E-Safety and Sexting

As our children increasingly go on line in school, it is essential that they are safeguarded from potentially harmful and inappropriate online materials. Materials entering or leaving our school are filtered through Firewalls and monitored through Policy Central to ensure the protection and safety of the children. Appropriate blocking is essential but we are careful to ensure that restrictions are not unreasonable.

Online safety is taught across school.

(See also ICT Policy and Long Term Plan, Annex C 'Safeguarding Children at School')

What is sexting? Sexting means sending sexually explicit messages and/or suggestive images, such as nudes. While the name suggests that this is only done via text messages, these types of messages can be sent via any messaging service, including emails and social media. This also means that sexts can be sent or received via a number of electronic devices, such as smartphones, computers and tablets.

Staff must report any cases of sexting to the designated lead who will then lead an investigation.

This investigation will involve the children who have been found to be sexting, as well as their parents. Consequences can then be given by the school, but if it is thought that the children involved are at risk of harm or have been harmed, the case can be referred to the police or children's services.

Incidents of sexting are addressed as part of e-safety, PSHE and incidentally in classes.

23. Risk Assessments

Risk assessments of all areas of the school (indoors and out) are accessed on the staff site under Staff Resources/Risk Assessment. Risk Assessments are reviewed annually and rewritten every three years to ensure they are up to date and contain any new legislation. Lynnfield Primary School is currently finalising an Emergency Plan in the light of the Prevent Duty.

The school has an Educational Visits Coordinator who oversees the risk assessment and organisation of trips and residential stays. Further information can be found on the staff site under Staff Resources/Educational Visits.

Some children have Individual Risk Assessments as part of their emotional/social/behavioural/complex needs which help staff to identify risks of individuals and plan for their safety both in and out of school.

Risk assessment of volunteers, students (from universities, 6th form colleges and further education colleges) and parents who work within school, are carried out by the Safeguarding Lead or Deputy Head. All volunteers, students and parent workers must be in receipt of a DBS check and certificate before they are allowed to work with children.

24. Prevent Duty

Section 26 of the Counter-Terrorism and Security Act 2015, places the Prevent Duty on schools to have 'due regard to the need to prevent people from being drawn into terrorism'.

Lynnfield Primary School:

- Provides a curriculum which promotes Fundamental British Values and respect for all.
- Delivers the EYFS Framework to ensure that children learn right from wrong, mix and share with other children and value each other's views, know about differences between themselves and others and challenge negative attitudes and stereotypes.
- Is a safe space where children can understand and discuss sensitive issues including terrorism and extremist ideas safely. They learn to challenge these ideas – but to present a considered and balanced view of political issues.

Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

Any concerns over radicalisation will be discussed with a child's parents, unless the school has reason to believe that the child would be placed at risk as a result.

Training

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators of vulnerable pupils

Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis include the following:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances include the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality:
- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences e.g. at home/within the extended family?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil/pupil's family have been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil/pupil's family sympathise with or support illegal/illicit groups?
- Has the pupil encountered peer, social, family or faith group rejection?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?

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- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities. In cases where the school believes a pupil is potentially at serious risk of being radicalised, the Executive Headteacher or DSL will contact the Channel programme.

The DSL will also support any staff making referrals to the Channel programme. The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from Child Services and Social Care, or where the individual is already known to Child Services and Social Care.

Building children's resilience

The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

The school will utilise the following resources when preventing radicalisation:

- Local safeguarding arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The [Educate Against Hate](#) website

25. Alternative Provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider.

When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

26. Work Experience

Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

27. Homestay exchange visits

School arranged homestays in UK

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.

In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host.

In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School arranged homestays abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit.

The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK. The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Privately arranged homestays

Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

28. Private Fostering

Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

29. Children's Voice

The school has a student council which empowers children to offer suggestions on improvements or concerns in school. Children are nominated by other children in each class through a re-enactment of the electoral process and chosen representatives meet weekly. A teacher from the Cultures and Communities Faculty oversees the meetings and discussions and the processes are in place and effective.

Complaints regarding other children or members of staff are taken seriously and investigated by the class teacher, phase leader, Safeguarding Lead, Executive Headteacher or Deputy Headteacher.

Children with Social Care involvement are encouraged to express their views to the Parental Support Assistant (PSA) as part of the overall school report given at Core Groups and Child Protection Conferences.

Some children receive more focussed mentoring if this is identified in a PEP (for LAC) or something the Safeguarding Lead has facilitated for children as a result of discussions with members of staff or other agencies involved with children.

30. Working with other agencies

Lynnfield Primary School leaders and staff recognise they have an obligation and duty to work with other agencies including Social Care, Police, Health Services, Operation Encompass etc. to promote the well-being and safety of our pupils.

We offer Early Help Assessments (completed with parents/carers, the Safeguarding Lead, PSA and other members of staff where appropriate) where additional needs for children are identified and this contributes significantly to inter-agency working and planning to provide support to families who may be experiencing some difficulties.

We also work closely with multi-agencies to provide best outcomes for children on Child in Need Plans and Child Protection Plans.

We support Initial Assessments and any other procedures and practices of Hartlepool Social Care Team and other services set up by LSBC.

We, as a school, understand that fears about sharing information do not stand in the way of the need to promote the welfare and protect the safety of children. This is particularly so in the case of identifying and preventing child sexual exploitation. (See also HM Government 'Advice on Information Sharing')

31. Single Central Record/Record Keeping

School keeps a single central record of names, addresses, dates of birth of:

- Permanent members of staff
- Staff on temporary contracts
- Supply staff
- Trainee teachers who are salaried by school
- Volunteers*
- Governors

*For volunteers who are teaching, look after children regularly or provide personal care on a one-off basis unsupervised require an enhanced DBS. Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.

For volunteers who are not engaging in regular contact or activity (e.g. accompanying a school trip, watching a performance etc. are risk assessed using our professional judgement, what we know of the volunteer (including formal/informal information passed by other staff members, parents/carers, volunteers), contacting other employers the volunteer may have had.

Identity checks for external candidates:

- Two references* are required, one of which must be from the previous employer

*References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment. References will only be accepted from a senior person and not from a colleague.

References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

References will be obtained prior to interviews taking place and discussed during interviews.

- Open testimonials will not be considered.
- Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.
- Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.
- Local Authority Health Clearance
- DBS
- Child Care Disqualification Regulations (2009)
- Proof of qualifications
- Teachers Prohibition Check (DFE data base)
- Proof of Photographic ID (If photographic ID is unavailable, one document with D.O.B., National Insurance Number and home address must be seen)
- Passport (to prove eligibility to work in the UK)

Identity checks for internal candidates:

As above - References from internal candidates will always be scrutinised before appointment

ITT candidates:

Where applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out.

Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

Governors:

An enhanced DBS check will be carried out for each member of the governing board. Where a governor also engages in regulated activity, a barred list check will also be requested. The school will also contact the TRA using Teacher Services to check if a proposed governor is barred as a result of being subject to a section 128 direction. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check.

32. Induction of New Staff

Induction is carried out by Safeguarding Lead, Executive Headteacher or Deputy Headteacher.

Any new staff are provided with:

- Safeguarding Policy
- Staff Code of Conduct
- Children in Need of Protection Policy
- Children Missing from Education Policy

- Part 1 'Keeping Children Safe in Education'
- Annex A 'Keeping Children Safe in Education'
- Information about the role of Safeguarding Lead

The school has a Staff Code of Conduct which includes acceptable use of technologies, staff/pupil relationships and communications including the use of Social Media.

33. Staff Training (Safeguarding)

All staff have initial safeguarding training on induction and this is updated at least annually or whenever there is change in legislation. The induction and training are in line with LSCB and ensure that staff have the relevant skills and knowledge to safeguard children effectively. Many members of the Lynnfield staff have expertise due to training and managing safeguarding concerns and issues on a frequent basis. Opportunities are to be provided to staff to contribute and shape safeguarding arrangements and procedures.

The induction training will cover:

- The Child Protection and Safeguarding Policy
- The Behavioural Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs

Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously LAC safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The Safeguarding Lead and the Executive Head Teacher and Assistant Head Teacher, undertake yearly training and updates to existing legislation and guidelines.

The DSL and deputy DSL will also undergo biennial Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

34. Allegations against staff

There are procedures in place to handle allegations against staff where there is a suggestion that a member of staff has:

- Behaved in a way that has harmed a child or *may* have harmed the child
- Possibly have committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates that he/she would pose a risk of harm to children

Such allegations are referred to the Designated Officer, LADO, for further discussion or investigation. (See also Part 4 'Keeping Children Safe in Education')

35. Confidential Reporting (Whistleblowing)

The school's Confidential Reporting Policy allows staff to report concerns about the behaviour of other members of staff. Where a staff member feels unable to raise an issue in the school or feels that their genuine concerns are not being addressed, have other 'whistleblowing' channels open to them. (See also NSPCC Whistleblowing Helpline/phone 0800 0280285/ e-mail help@nspcc.org.uk) Where staff members have concerns over colleagues they must report their concerns to the head teacher so that procedures can be immediately put in place. If the concerns of the staff member are regarding the Executive Headteacher, they need to report to the chair of governors – Mark Tilling.

36. Safer Recruitment

The school's Safer Recruitment Policy, explains the procedures for ensuring regulations are followed to ensure safer recruitment of individuals into the school. (See also the school's Recruitment and Selection Policy Statement) The DfE's **DBS Workforce Guides** will be consulted when determining whether a position fits the child workforce criteria.

37. Mobile phone and camera safety

Staff members will not use personal mobile phones or cameras when pupils are present.

Staff may use mobile phones on school premises outside of working hours when no pupils are present.

Staff may use mobile phones in the staffroom during breaks and non-contact time.

Mobile phones will be safely stored and in silent mode whilst pupils are present. Staff will use their professional judgement in emergency situations.

Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present.

Mobile devices will not be used to take images or videos of pupils or staff in any circumstances.

The sending of inappropriate messages or images from mobile devices is strictly prohibited.

Staff who do not adhere to this policy will face disciplinary action.

The school will adhere to the terms of the E-Safety Policy at all times.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy.

Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the Executive Headteacher will liaise with the DSL to determine the steps involved.

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The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.

Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

38. Sports clubs and extracurricular activities

Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements. All external coaches and experts running clubs, whether paid or unpaid, will have a full DBS check which will be checked and verified by office staff and DSL where appropriate.

Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to Child Services and Social Care or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

39. Policy Review and monitoring

This policy will be reviewed annually by the Designated Safeguarding Lead.

Review Date: September 2019

Reviewed by: S. Sharpe and M. Newbury

Approved by Governors:

Next Review Date: September 2020

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Appendix A

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