

Ings Farm Primary School

Safeguarding 2017

This policy should not be read in isolation, Safeguarding permeates all areas and is integrated in a broad range of Ings Farm Policies and Procedures. Therefore it should be read in conjunction with:

Child Protection, Peer on Peer, Educational Visits, E Safety,
Whistle Blowing, Intimate Care, PHSCE, Health & Safety, Attendance, Anti Bullying,
Behaviour, Equality, Allegations against Staff, Pupils Missing Education, Data Protection,
Confidentiality, School Emergency and through SEND – Schools Local Offer

Aims

The aim of Ings Farm Primary School's safeguarding policy, is to ensure every child who is a pupil at our school is safe and protected from harm. As a school we are committed to safeguarding and promoting the welfare of all of our pupils, both physical and emotional. We will endeavour to;

- Protect our pupils from maltreatment
- Provide staff with a framework which promotes safeguarding and wellbeing of children so they can meet their statutory responsibilities
- Prevent impairment of our pupil's health or development
- Ensure that our pupils grow up in circumstances consistent with the provision of safe and effective care
- Ensure consistent good practice
- Undertake that role so as to enable our pupils to have optimum life chances and enter adulthood successfully.
- Educate pupils about rights, respect and responsibilities

This policy will give clear direction to staff, students on placement, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all pupils at our school. Our policy applies to all pupils, staff, parents/carers, Governors, students on placement, volunteers and visitors.

Principles – Safeguarding is everyone’s responsibility

All pupils regardless of; age, gender, race, ability, religion, culture or language have the right to be protected from harm. The safeguarding process is intended to put into place measures that minimise harm to our pupils. Our policy, practice and school culture will be regularly reviewed both internally and externally.

- Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of pupils, and have due regard to the guidance ‘Keeping Children Safe in Education’ DfE (KSCIE) 2016
- Section 17 is for a child with a disability or a child who has parents that are not able to give the support necessary for that child. No consent is needed from the parent to share information with other agencies.
- Section 47 is for a child at risk of significant harm as determined by a Child Protection Conference. Parental consent is not required to share information with other agencies.
- A Family Support Process (formally a CAF or TAF) is early intervention to support families in the hope that Section 17/47 can be prevented.

Ings Farm Primary School recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of pupils and we will carry out this duty through our teaching and learning, pastoral care and extended school activities. All members of the school community, including: midday supervisors, cleaners, site caretaker, students on placement, volunteers and governors, will at all times establish and maintain a safe and stimulating environment where pupils feel secure, are encouraged to talk to adults they can trust and are listened to.

Through staff development meetings, all staff (teaching and non-teaching) will be able to recognise the signs of abuse and understand their responsibilities when a child may be at risk of harm. Training of all staff (except the Designated Safeguarding Leads) will be updated every three years, with a yearly update within school lead by the DSL’s and/or the LA’s Child Protection Officer.

The school will ensure that it provides written referrals on the correct forms and recognises the importance of attendance at all meetings called when there is a concern regarding the safeguarding of a pupil.

Throughout the curriculum we will provide activities and opportunities that will equip our pupils with the life skills they need to make appropriate, informed choices and stay safe including PHSCE, P4C, My Money activities and Health week.

Roles and Responsibilities

It is the responsibility of every member of staff, student on placement, volunteer and regular visitor to our school to ensure that they carry out the requirements of this procedure and work in a way that will safeguard and promote the welfare of all our children at all times.

The Head teacher – Mr T Bethell DSL / NTCP is responsible for:

- Ensuring that policies adopted by the Governing Body are fully implemented and followed by all staff;
- Ensuring that all staff, students on placement and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures.

The Designated Safeguarding Lead and Nominated Person for Child Protection is Mr Tim Bethell, the Head Teacher. In his absence and to assist is the Deputy Safeguarding Lead and Deputy Nominated Teacher for Child Protection - Mrs Karen Allinson. Both staff are fully trained to Core Level 3 and receive updated training every 2 years. Also to be included in the team, during 2017, is the Deputy Head Teacher and SEND Coordinator Mrs Jill Senior who received Core level 3 training during the Spring Term 2017.

All staff are responsible for completing pupils pastoral log sheets, of incidents, which can be used as historical information and sequence events and issues. These confidential records are kept securely. Although, it is the responsibility of the designated members of staff to have discussions with Social Care and other agencies where necessary, when concerns arise regarding the safety of a pupil. All such pupils are closely monitored, including attendance, and where extra concerns arise these are passed on to the appropriate agencies. Advice and support are offered to other members of staff dealing with a pupil for whom there are concerns.

Mr Bethell or his deputy will represent school at: Strategy meetings, Child Protection Conferences, Core Group meetings, Team Around the Family Groups and Early Help Meetings Mr Bethell or his deputy will maintain written records and child protection files ensuring that they are kept confidentially and stored securely. An annual Section 11 audit is completed by

the Redcar & Cleveland Local Authority Child Protection officer to ensure school fulfils its legal obligations.

All staff at Ings Farm will:

- Listen to the pupil, take their concerns seriously and share the information with either the class teacher or Designated Leads.
- Have a key role in prevention of harm and an equal responsibility to act upon a suspicion or disclosure that may indicate a pupil is at risk of harm
- Protect confidentiality by ensuring information is only disseminated with agencies who we have a statutory duty or within school on a need to know basis

The Governing Body

The Governing body is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing body takes collective responsibility to safeguard and promote the welfare of our children we also have a Designated Governor who champions safeguarding within the school, Mrs Sarah Gills.

The Governing Body will ensure that:

- Ensure that the policies, procedures and training opportunities in the school are in place, effective, reviewed and comply with the law at all times.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2015'.
- Ensure that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the governing body 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 head teacher or other governor.
- Ensure that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Appoint a member of staff from the Senior Leadership Team (SLT) to the role of designated safeguarding lead as an explicit part of the role-holder's job description – there should always be cover for the designated safeguarding lead.
- Consider how children may be taught about safeguarding, including protection for dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate

decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.

- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that there are procedures in place to handle allegations against members of staff or volunteers.
- Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned – as this is a legal duty.
- Ensure that there are procedures in place to handle allegations against other children.
- Ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children.
- Ensure that there are systems in place for children to express their views and give feedback – the voice of the child is paramount.
- Appoint a designated teacher to promote the educational achievement of 'looked after children' and ensure that this person has undergone appropriate training.
- Ensure that staff members have the skills, knowledge and understanding necessary to keep 'looked after children' safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses to children 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 risks of their disappearance in future.
- Create a culture of safer recruitment by adopting procedures that help identify or reject people who may pose a risk.

Procedures

All concerns about a child or young person should be reported without delay and recorded in writing then signed and dated.

- The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. If the DSL is not available, the alternate DSL should be contacted regarding any concerns.
- When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy and told who the Designated Safeguarding Leads for Safeguarding are. They will also be provided with the recording form, given information on how to complete it and who to pass it on to.

Training

Staff will be made aware of systems and policies within the school which support safeguarding during their HR inductions. The designated safeguarding officer and team will undergo updated child protection training every two years. The Head Teacher and all staff members will undergo child protection training which is updated regularly, in line with LSCB advice.

- All members of staff will undertake appropriate safeguarding training every three years. The DSL, the alternate designated member of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Local Safeguarding Children's Board once every three years
- Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from R&C Governor Services.
- We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. This can be accessed on www.teeslscb.gov.uk

Child Protection Conferences

From time to time staff members may be asked to attend a Child Protection Conference or core group meetings on behalf of the school in respect of individual children. Usually the person attending from school will be the Head teacher or Designated Safeguarding Lead. In any case, the person attending will take as much relevant up to date information about the child as possible from the class teacher.

A Child Protection Conference will be convened if a referral has been made and following an investigation the findings have considered the child to be at risk of harm, or if the child is already subject to a child protection plan a review conference is held to monitor the safety of the child and the required reduction in risk.

For the most up to date information regarding child protection conferences staff will have access to KSCiE 2016.

All reports for child protection conference will be prepared in advance using the Education report template. The information contained in the report will be shared with parents either at the conference or before and will include information relating to the child's physical, emotional and intellectual development and how the child presents at school.

Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents. Class teachers may be asked to provide information prior to the meeting, in addition, staff attending any meeting should take an up to date attendance print out.

Records and Information Sharing

- If we are concerned about the welfare or safety of any child all adults in school will record their concern on the agreed report form and give this to the senior designated person without delay.
- Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the Designated Safeguarding Lead and information will only be shared within school on a need to know basis for the protection of the child. Any safeguarding information will be kept in the file and will be added to. Copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will have a chronology and will record significant events in the child's life.
- Reports of a concern to the Designated Safeguarding Lead must be made in writing and signed and dated by the person with the concern.
- If a child leaves our school we will ensure that our Designated Safeguarding Lead makes contact with the DSL at the following school and the file will be forwarded.

Safer Recruitment

- In line with the guidance 'Safer Recruitment', the Head Teacher, Chair and Deputy Chair of Governors have completed Safer Recruitment training accredited by the Children's Workforce Development Council. At all times the Head teacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of Safeguarding Children and Safer Recruitment in Education 2006 and subsequent guidance March 2015,. KSCiE 2106
- At Ings Farm Primary School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will

question the contents of application forms if we are unclear about them, we will undertake enhanced Criminal Records Bureau checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

- We will maintain a Single Central Register of all Safer Recruitment checks carried out in line with statutory requirements.
- We will record evidence of Prohibition Order check on the Single Central Record in accordance with the Childcare (Disqualification) Regulations 2009.

Safer Working Practice

- All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.
- All staff will have access to and be expected to know our school's Code of Conduct.
- There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to, two members of the safeguarding team are Team Teach trained and are supported by two TA's who have also received training.
- If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff.
- They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.
- Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. There are sensible steps that every adult should take in their daily professional conduct with children. This can be found in Safer Working Practices for Adults who work with Children and Young People in Education Settings. All staff have access to the documentation in the conference room.
- A supervised volunteer who regularly teaches or looks after children is not in regulated activity. No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained. An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis. An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.

The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care. Unless there is cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.

- The school will ensure that policies and procedures are in place to protect children from harm during work experience placements. The school will set up and maintain a single central record of whether or not the following checks have been carried out on, or certificates obtained from, members of the governing body, staff members, volunteers and other individuals working with children in the school:
 - An identity check
 - A barred list check
 - An enhanced DBS check
 - A prohibition from teaching check
 - Further checks on people living or working outside the UK
 - A check of professional qualifications
 - A check to establish the person's right to work in the UK

DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

Managing Allegations against Staff and Volunteers

- Our aim is to provide a safe and supportive environment which secures the well-being and best outcomes for our children. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with our children. We will always ensure that the Local Safeguarding Children Board Protocol 27: Allegations against Staff, Carers and Volunteers is adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO) when concerns arise.

- If an allegation is made or information is received about an adult who works in our setting which indicates they are unsuitable to work with children, the member of staff receiving the information should inform the Head teacher immediately. Should an allegation be made against the Head teacher, this must be reported to the Chair of Governors.
- Neither the Head teacher, any other member of school staff or Governing Body will investigate these matters. The Head teacher or Chair of Governors will seek advice from the Designated Officer and Human Resources personnel at the earliest opportunity.

Pupil with Statements of Special Educational Needs

We recognise that statistically pupils with disabilities and behavioural difficulties are most vulnerable to abuse. All staff who support these pupils will be perceptive to the need for vigilance for signs of abuse. We will promote equality and work in partnership with parents and carers, to help pupils develop strategies, which will support them in developing mutually respectful relationships.

Preventing Radicalisation

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme (paperwork in conference room). The school will work with the LSCB as appropriate.

Training

The school's designated safeguarding team 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 designated safeguarding team 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 an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups

- Searching for answers to questions about identify, faith and belonging

Indicators of vulnerability through personal circumstances:

- 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:

- 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 child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?

- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child 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 child's life has extremist views or sympathies?

Critical indicators include where the child is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead. The designated safeguarding lead 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 Channel, in the first instance.

Child Sexual Exploitation

CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities. CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse. The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Step one – Identifying Pupils

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 school
- 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.

Step two – Referring cases

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

Step three – Support the LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as required.

Female Genital Mutilation (FGM)

All school staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the police. There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child. Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, therefore it is important for staff to be sensitive when approaching the subject.

The following indicators are taken from government guidelines regarding FGM: Indicators that may show a heightened risk of FGM include:

- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.

- Any girl withdrawn from Personal, Social and Health Education (PHSCE or PE) on a regular basis.

Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include:

- Difficulty walking, sitting or standing.
- Spending longer than normal in 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.

If a member of school staff has a concern, they should activate local safeguarding procedures. As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Technologies Policy

Ings Farm School will ensure that suitable monitoring and filtering systems are in place to prevent children accessing terrorist and extremist material.

Building children's resilience the school will:

- Provide a safe environment and time to explore and debate controversial issues.

- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Listen to the voice of the E cadets and School Council members.
- 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 occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

'Sexting' is one of a range of 'risk taking' behaviours associated with the use of digital devices, social media and the internet. However, Ings Farm takes a proactive approach to help pupils understand, assess, manage and avoid the risks associated with 'online activities'.

Sexting can be defined as:

- Images or videos generated by children under the age of 18, or of children under 18 years of age that are of a sexual nature or are indecent
- These images shared between young people and/or adults via a mobile phone, hand held device, computer, tablet or website with people they may not even know

Disclosures will be taken to the DSL immediately.

Resources School can utilise the following resources:

- The LSCB
- Local Police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)

All school policies and information relating to: Operation Encompass, Prevent, Staying Safe on Line, Private Fostering, The link and recording of information forms are available to all staff in the Conference Room.

A child missing from education

A child going missing from school is a potential indicator of abuse and neglect. Staff will monitor children that go missing from school, particularly on repeat occasions, and report them to the designated safeguarding lead – following normal safeguarding procedures. In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register where they:

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

Ings Farm Safeguarding Ethos – Mr T Bethell

“Safeguarding is at the heart of everything we do, and at Ings Farm Primary School we encourage a positive, proactive approach. A culture of information sharing is central to this, as is maintaining a high profile, approachable team of staff who can discuss any concern or incident with parents, carers or pupils. This proactive approach has enabled a reduction in our referrals to Social Care through the early intervention process. We are fortunate to have developed strong partnerships with local outside agencies and are able to signpost, and work alongside our families for a positive outcome.”

Legislation relating to this policy:

This policy has been devised in accordance with the following legislation and guidance:

- Working Together to Safeguard Children: A guide to interagency working to safeguard and promote the welfare of children DfE 2015
- Safeguarding Children and Safer Recruitment in Education DfE 2006 and revised guidance March 2015
- Local Safeguarding Children Board procedures
- Safer Working Practices for Adults who work with Children and Young People in Education Settings, DCSF, March 2009.
- What to do if you're worried about a child being abused DfES (2015)
- Dealing with allegations of Abuse against Teachers and Other Staff Department for Education (2011)
- Safeguarding in Schools: best practice, Ofsted (September 2011)

- Keeping Children Safe in Education (KCSiE 2016)
- Information Sharing: Advice for practitioners DfE March 2015
- DfE (2015) Prevent Duty
- Children Missing Education 2017

Useful Contact Numbers

<u>Key Personnel</u>	<u>Names</u>	<u>Contact</u>
Nominated Teacher Child Protection	Mr Tim Bethell	01642 485369
Deputy Nominated Teacher Child protection	Mrs Karen Allinson	01642 485369
Prevent Lead	Mr Tim Bethell	01642 485369
Chair of Governors	Mrs Sandra Brunton	
Safeguarding Governor	Mrs Sarah Gills	
Social Care	Front Desk	01642 771500
Out of hours Social Care		
Police		101 or 999
LA CP Officer	Marianne Dixon	01642 837744 07909906460
LA Designated Officer	Lorraine Press	01642 771531
Early Help Team Lead	Louise Dobson	01642 771245
School Nurse	Jenny Simpson	01642 759070
NSPCC Whistleblowing		0800 028 0285

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 the line is available from 8:00 AM to 8:00 PM, Monday to Friday or email: help@nspcc.org.uk