



#onetkatfamily

SAFEGUARDING AND CHILD PROTECTION POLICY

Stapleford Abbotts Primary Academy

This policy was adopted on: 3rd January 2024

The policy will be reviewed, by TKAT & Schools, by 31st August
2024

This policy was published on the school website on: 3rd January
2024

It was ratified by Governors on: 3rd January 2024

Chair of Governors:	James Lillingston 3.1.2024
Acting Headteacher:	Marnie Tait 3.1.2024

Policy Contents

Section	Contents	Page
1	Key Information 1.1 Key contacts 1.2 Links to key documents 1.3 Key Safeguarding Focus Areas 1.4 Safeguarding at our school	3
2	Introduction 2.1 Purpose 2.2 Context 2.3 Definition of safeguarding 2.4 Definition of Child Protection 2.5 Linked policies 2.6 Statutory Framework	5
3	Responsibilities 3.1 All Staff Responsibilities 3.2 Designated Safeguarding Lead (DSL) role and responsibilities 3.3 Management of Safeguarding - Governors and Headteachers	7
4	Child's Voice	11
5	Procedures 5.1 When staff have a concern 5.2 Recording 5.3 Whistleblowing 5.4 Professional Escalation 5.5 Multi-agency working 5.6 Early Help 5.7 Children's Social Care 5.8 Contact with the Police	11
6	The 4 Rs	15
7	The Main Categories 7.1 Abuse 7.2 Risks requiring special attention 7.3 Other circumstances to be aware of 7.4 Attendance 7.5 Mental Health 7.6 Adverse Childhood Experiences	15
8	Child on Child Abuse 8.1 Child on child introduction 8.2 Harmful Sexual Behaviours HSB	18
9	Confidentiality	21
10	Allegations against staff	21
11	Reasonable Force	22
12	Personal and Intimate Care	22
13	Safeguarding Curriculum 13.1 Online Safety 13.2 Safeguarding in our curriculum 13.3 Mobile technology 13.4 Remote and virtual learning	23
14	Health and Safety	25

15	Safer Recruitment	25
16	Alternative Provision	25
17	Staff use of electronic devices	26
18	Monitoring and Evaluation of Policy and Practice	26

Section 1 - Key Information

1.1 Key Contacts

School Designated Safeguarding Lead for Child Protection (DSL): <i>(In reporting rank order)</i>	Mrs Marnie Tait head@sapa-tkat.org Mrs Nicole Jay (Deputy) Miss Sophie Wreford (Deputy)
Designated Teacher for Children Looked After (Virtual Schools) Guidance for the Designated Teacher can be found in KCSiE 2023 page 47-49	Marnie Tait
Lead Governor for Child Protection:	Mr James Lillingston (Chair) School Office Tel: 01708 688207 james.lillingston@sapa-tkat.org
Local Authority Designated Officer (LADO):	Rebecca Scott LADO Telephone No: 0333 0139797 LADO Email Address: childrens.safeguarding@essex.gov.uk
TKAT Senior Safeguarding Leads	Scott Wilson scott.wilson@tkat.org Rachel Martin rachel.martin@tkat.org
TKAT HR	0844 589 2156 hr@tkat.org

1.2 Links to key documents

[KCSiE 2023](#)

[Working together to safeguarding children](#)

[Keeping Children safe in out of school settings](#)

1.3 Key Safeguarding Focus Areas for the school

We recognise that the safeguarding priorities for our school may change over time, given the context of our children and the local community.

For the academic year 2023-2024, we have identified that the key priorities will include:

- Child on Child Abuse
- Domestic Abuse
- Cyberbullying
- Online Safety in the curriculum
- Staff safety and wellbeing

1.4 Safeguarding at Stapleford Abbots Primary Academy

At Stapleford Abbots Primary Academy the safeguarding of our children and staff is paramount and we aim to keep everybody safe and create a strong safeguarding culture:

- We display posters in the reception area and around the school to advise, staff, visitors and children as to our DSL team and contact methods
- We provide our visitors with safeguarding information including (leaflets/lanyard systems / fire procedures...)
- We display age appropriate posters to support our children including NSPCC and Childline
- We have a Safeguarding noticeboard for our staff with key contacts, policies and agency information including the NSPCC Whistleblowing number - see section 5.3
- We share regular Safeguarding Newsletters with our staff and Governors
- We share safeguarding information with parents
- We display safeguarding work completed by the children around our school
- We closely monitor attendance especially when children are absent from education for prolonged periods and/or on repeat occasions
- Our school has robust monitoring and filtering systems in place that are reviewed regularly and staff receive training in regards to the systems and the responses we take as a school
- We take regular opportunities to listen to and respond to our children through 'child's voice'

Policies

- Our Safeguarding Policy is available on our school website and a paper version is available from our School Office. If you require a translated version, please contact the School Office.

Recording

- At Stapleford Abbots Primary Academy we use CPOMS (Child Protection Online Management System) to record concerns and actions taken. All school staff have been trained by the school in the use of CPOMS.

Curriculum

At Stapleford Abbots Primary Academy we actively look for opportunities to teach safeguarding in our curriculum. For example through assemblies, RSE lessons and it is weaved through our PSHE curriculum.

Website

- At Stapleford Abbots Primary we promote our safeguarding culture on our website. You can find our Safeguarding information via the Key Information tab to see:
 - A list of our DSLs including their names
 - Useful links for children and parents/carers Information about key agencies - such as NSPCC and our Safer Schools app

2: Introduction

2.1 Purpose

- To reduce risk and prevent harm to children.
- To ensure the identification of, and timely and appropriate responses to, risk and harm to children.
- To ensure that all adults in the school community understand their roles and responsibilities in respect of the above.

Please note:

- Throughout this policy the terms 'school' and 'academy' are interchangeable.
- The term 'Child' includes everyone under the age of 18 or over the age of 18 if still on roll at the school in line with the Care Act; individual safeguarding concerns about children are managed in line with statutory guidance and local adult board/partnership arrangements.
- The term 'Staff' covers ALL staff on site, including ancillary, agency and supply staff, students on placement, contractors, Governors and volunteers working with children.

2.2 Context

Stapleford Abbots Primary Academy provides a universal service to children in our locality. School staff are closely involved, daily, with children and their families. Consequently, we have a critically important role towards the identification and prevention of harm and abuse.

This policy does not reiterate extensive sections of statutory guidance. It is a practical document that clarifies the roles and duties of all adults working in our schools and school communities. It should be used in conjunction with Keeping Children Safe in Education 2023 and with related school and Trust policies.

It is our duty to maintain a professional working knowledge of relevant statutory guidance and of local arrangements as determined by Essex Local Authority Managing allegations in the Children's Workforce - Report a Concern about a Member of the Workforce childrens.safeguarding@essex.gov.uk

2.3 Definition of Safeguarding

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. This applies to all children in our care and in our communities.

Safeguarding is everyone's responsibility.

Safeguarding and promoting the welfare of children is defined as:

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

2.4 Definition of Child Protection

Child Protection is defined as: 'Child Protection' is the activity to protect specific children who are suffering, or who are likely to suffer, significant harm. Therefore, *protection* is a specific element of safeguarding, whereas safeguarding legislation in general is about the promotion of children's needs and the prevention of harm. This emphasises the need for all staff to be able to respond early when they have a concern rather than wait until this is more defined and certain.

2.5 Policies

This Safeguarding and Child Protection policy should be read in conjunction with other policies as listed below:

Accessibility plan
Behaviour Policy
Anti-Bullying Policy
Children with Health Needs who Cannot Attend School Policy
Data Protection and Information Sharing Policy
Equality information and Objectives
Health and Safety Policy
Protection of biometric information of children in schools
Attendance Policy
Sex & Relationship Education
Exclusion Policy
SEND Policy
Supporting children with medical conditions
First Aid Policy
Whistleblowing Policy
Online Safety and Social Media Policy
Personal and Intimate Care Policy
Looked after and previously looked after Policy

2.6 Statutory Framework

The school will act in accordance with the following government legislation and guidance:

- Keeping Children Safe in Education 2023
- The Equality Act 2010
- The Children Act 1989
- The Children Act 2004
- Education Act 2002
- The Education (Child Information) (England) Regulations 2005
- [Working Together to Safeguard Children 2018](#) (updated 2022)
- General Data Protection Regulations (UK GDPR) (2018)
- What to do if a child is being abused (2015) [Advice for practitioners](#)
- childrens.safeguarding@essex.gov.uk

3: Responsibilities

3.1 All Staff Responsibilities

If staff have any concerns about a child's welfare they should act on them immediately. Opportunities to gather the voice of the child are built into school systems, to ensure their views are heard - see Section 4 - 'Child's Voice'

'Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.' (KCSiE 2023 para 59)

All staff must:

- Understand that safeguarding is everyone's responsibility
- Build a trusting relationship with children so they feel able to talk to an adult when they have a concern.
- Maintain an attitude of 'It could happen here' where safeguarding is concerned.
- Always act in the 'best interests of the child'.
- Always seek the voice of the child when discussing concerns with them and help them overcome potential barriers to having their voice heard, such as a special educational need, disability, language barrier or sexual orientation.

Staff must be aware of the systems in school which support safeguarding. This will be explained as part of staff induction and at other times during the year.

Alongside this policy, staff should be familiar with:

- The policy and procedures for dealing with child on child abuse including HSB (Harmful Sexual Behaviours)
- The school's Behaviour Policy
- How to respond if children are absent from education (previously known as CME)
- The role of the Designated Safeguarding Lead (DSL)
- The Staff Code of Conduct

All staff should:

- Wear their staff ID, at all times, so that it is clearly visible

- Read and follow KCSIE Part 1 'What school and college staff should know and do'. Staff are asked to sign to say they have read and understood this guidance. (Governors, DSLs and SLTs must read the whole document)

The Data Protection Act 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Staff should not worry about sharing information which is necessary to promote the welfare and protect the safety of children.

All staff are expected to inform the Headteacher or DSL immediately if their relationships and associations, both within and outside of school (including online), may have implications for the safeguarding of children. Failure to do so may result in disciplinary action being taken.

Similarly, should a member of staff be subject to intervention from children's social care or other similar agency, this must also be discussed with the Headteacher or DSL immediately.

Training, knowledge and skills

- Annual safeguarding refresher - this must be completed every year by all staff. New starters will complete this training as part of their induction. This training must include online safety training including understanding of expectations, roles and responsibilities in relation to filtering and monitoring systems
- Prevent - all school staff must have completed Prevent training. This must be completed every two years.
- FGM training in place for all teaching staff. This must be refreshed every two years.
- All staff will receive regular update training (for example, via email, e-bulletins, and staff meetings)

3.2 Designated Safeguarding Lead (DSL) role and responsibilities

The Lead DSL - see KCSIE Annex C for further information

- Must take the ultimate lead responsibility for child protection,
- Must be an appropriate senior member of staff from the school leadership team
- Should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes)
- Must have a job description for their DSL role
- Should be given the additional time, funding, training, resources and support they need to carry out the role effectively.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.
- Manage referrals from external agencies
- Make a written record of any referral to Children's Social Care or Police by the end of the working day in which the referral is made.
- Comply with the role as explained in KCSIE 2023

Deputy DSLs - see KCSIE Annex C for further information

- Should be trained to the same standard as the Lead DSL and the role should be explicit in their job description.
- Does not take the lead responsibility for child protection but may still provide advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

- Manage referrals from external agencies
- Make a written record of any referral to Children’s Social Care or Police by the end of the working day in which the referral is made.
- Comply with the role as explained in KCSIE 2023

Training, knowledge and skills

- DSL training - all DSLs (lead and deputy) must be trained at least every two years. A copy of each certificate must be held by the DSL (this may be electronic or paper)
- Lead DSLs must complete the NSPCC Harmful Sexual Behaviours training - this is an online course
- Annual safeguarding refresher - this must be completed every year by all staff. New starters will complete this training as part of their induction. This training must include online safety training including understanding of expectations, roles and responsibilities in relation to filtering and monitoring systems
- Prevent - all school staff must have completed Prevent training. This must be completed every two years.
- FGM training in place for all teaching staff. This must be refreshed every two years.
- All staff will receive regular update training (for example, via email, e-bulletins, and staff meetings)

DSL Availability

- During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns, in exceptional circumstances availability via phone or via virtual meeting platforms will be required.
- During holiday times, it is a matter for DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
- There is no expectation for staff to work during their allocated holiday weeks, however, if contacted they may respond to safeguarding concerns to support multi-agency work, where possible.

Information sharing

- The DSL is responsible for ensuring that child protection files are kept up to date.
- Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.
- The file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSIE 2023.
- If a child leaves the school (including in year transfers) the DSL should ensure the child’s Safeguarding / CP file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DSLs and special educational needs co-ordinators (SENCO’s) are aware as required.

3.3 - Management of Safeguarding - Governors and Headteachers

Leadership and management towards an effective culture

Leaders must create a culture in which all staff, trustees and visitors understand how to raise concerns and feel supported to do so.

Governors

The Governing Body must ensure that they comply with their duties under legislation and ensure that the policies, procedures and training in this school are effective and comply with the law at all times.

Governors must follow the guidance in KCSIE 2023.

Governors must receive appropriate safeguarding and child protection training at induction. Training must be updated on a regular basis.

Training could include:

- TKAT Governor safeguarding training
- EVERY module on safeguarding training
- School-based training

The DSL, or nominated staff member, will deliver safeguarding training to Governors annually, training will include key changes to KCSiE and contextual information.

Governors will receive regular newsletters from the TKAT Safeguarding Team, as part of their ongoing CPD.

Governors should ensure that they have a clear understanding of the local risks that are applicable to the demographic/contextual elements of the children and whole school community and its locality. Governors have oversight of the risk register.

Governors should ask challenging questions of leaders' assertions and 'triangulate' these assertions more thoroughly so that they understand what behaviour is like.

Headteacher

The Headteacher has overall responsibility for ensuring that safeguarding procedures and processes are in place. They are responsible for the implementation of this policy, including: ensuring that staff (including temporary staff) and volunteers:

- Are informed of our systems which support safeguarding, including this policy, as part of their induction
- Maintain the SCR
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update the content of this training regularly
- Acting as the 'commissioning officer' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate. See section 10 for further information including when an allegation is made against the Headteacher.
- Ensuring the relevant staffing ratios are met, where applicable e.g Nursery/Early Years

Out-of-school settings

It is the responsibility of the school to ensure that any use of the school site by an out-of-school setting/agency has the appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed). The school must ensure, in writing, that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. The school should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

The guidance on [Keeping children safe in out-of-school settings](#) details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

If our school receives any allegations relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children (for example community groups, sports club, or service providers that run extra-curricular activities) we will follow our safeguarding policies and procedures, including informing the LADO if the group is working with children.

4: Child's Voice

It is important that all children feel heard and understood. Therefore, DSLs (and deputies) should:

- Encourage a culture of listening
- understand that not all children are ready to disclose and building trusting relationships can support this
- Ensure the school has safe spaces available for children to talk
- Make sure that all vulnerable groups, including those with SEND, EAL, those that have communication difficulties, those identifying as LGBTQ+ may need further support
- Make sure children can voice their concerns through a variety of methods which could include worry boxes, safety ambassadors, assemblies, child voice surveys, school council etc
- Ensure the child's voice is captured at key times including prior to CP conferences etc.

5: Procedures

5.1 When staff have a concern

Our school follows the Essex SET Procedures for Safeguarding Children.
<https://www.escb.co.uk/media/2739/set-procedures-may2022.pdf>

The full procedures and additional guidance relating to specific safeguarding issues can be found on their website <https://www.thurrocklscp.org.uk/lscp/professionals/set-procedures>

If staff have any concerns or worries about a child they must inform the DSL, or Deputy DSL IMMEDIATELY by talking to them either in school face to face or via the school office. This applies to all safeguarding concerns.

In the rare event that none of the school's safeguarding team or SLT are available, staff should contact the TKAT Senior Safeguarding Leads (email addresses at the front of this document) or refer directly to the local authority children's services. .

If a child shares a concern with you or indicates that they may have been abused in some way, you should:

- Listen to what the child is saying
- Use open questions e.g. "Is there anything else you want to tell me?" or TED (Tell, Explain, Describe)
- Avoid asking questions like "Why didn't you tell me before?". Instead you could ask 'Have you spoken to anyone else about this?'
- Tell them you understand how hard it was for them to tell you.
- Explain who you will have to tell (for example the DSL) and why; and, depending on the child's age, what will happen next.

You should not ask the child for a written statement. Immediately after speaking with the child, verbally inform the DSL. Do not assume that someone else has taken action. You will then be asked to report in writing using CPOMs on the same working day.

Passing on concerns at the earliest opportunity ensures early help and support can be provided. This is especially important with Child on Child Abuse involving harmful sexual violence or sexual harassment.

5.2 Recording

Recording on CPOMS

Follow your school procedures. All concerns must be recorded in writing (even if you have sought help, advice and information from your DSL)

Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved (including any referrals or documents)
- A note of any action taken, decisions reached and the outcome

Recording:

- Choose the category and subcategory that fits the best - if in doubt choose 'Cause for Concern' and a DSL will triage your concern and put it in the right category.
- Use full names
- Bullet point, where possible (in CPOMs you will need to use a dash)
- Be factual (if you add opinions, make a note that it is your opinion - e.g. *'In my opinion, the bruise looked a few days old'*)
- Use the child's language where possible
- Record what you saw and heard, this may include details such as the size/colour of an injury
- Include questions asked to the child
- Use a body map to describe any body parts/places
- Add your actions - even if you just reassured the child or signposted them to someone/an agency
- If you link pupils, make sure you have also linked key documents if needed
- Make a note of names, roles and contact details for outside agencies contacted e.g. social workers
- If minutes and reports arrive after a meeting - add these to the chronology on CPOMs
- If the internet is not working use a 'cause for concern form' (available in the staffroom/PPA room) and hand this directly to a DSL
- Give any original notes to the DSL as they form part of the evidence and could become part of any investigation. These and any records may be used as evidence in court.

Do not:

- Criticise anyone involved or place blame
- Promise confidentiality, but reassure the child that they have done the right thing
- Make promises that you cannot keep such as "I'll stay with you" or "It will be all right now"
- Ask to see bruising or other marks unless they are easily visible such as on the face or other exposed parts of the body. Do not take photographs

We recognise that these situations may be stressful and upsetting. We will support staff by providing an opportunity to talk the situation through with the DSL and to seek further support as appropriate.

If in any doubt, speak to a DSL for advice. The DSL will decide how best to manage the concern once they receive it.

Options include:

- Managing any support for the child internally using the school's own resources
- Contacting the local Multi-Agency Safeguarding Hub, known as the Essex Safeguarding Children Board <https://www.escb.co.uk/>
- Undertaking an Early Help assessment
- Referring to another agency
- Referring to statutory services if it is felt that the child might be in need, is in need or suffering or likely to suffer harm

- Contacting the police on 999 in an emergency or if a crime is being committed

If a referral is going to be made, the DSL will inform the parent/s, unless to do so would place the child at further risk of harm. In this case advice will be sought from other safeguarding professionals and parents /carers will be made aware of the concerns at the earliest possible stage, usually by the DSL.

If a child, who is/or was the subject of a Child Protection Plan, changes school, the DSL will inform the allocated social worker and transfer the appropriate records to the DSL at the receiving school, securely, and separate from the child's academic file. A receipt of this transfer should be completed by the receiving school and returned to our school to be filed. The DSL should contact the DSL at the receiving school to discuss concerns and the support that has been in place.

5.3 Whistle blowing

If anyone reports a concern and then feels it has not been taken seriously they should speak to the headteacher. If you are concerned that the child's situation does not seem to be improving, you should discuss this with your line manager, DSL or the headteacher.

TKAT has a Whistleblowing Policy which enables any member of staff to make a complaint about conduct within the school, to a person outside the school, on a confidential basis and without fear that their confidentiality will be breached. If a staff member feels unable to raise an issue with their employer or feels their genuine concerns are not being addressed, other whistleblowing channels are open to them. The TKAT Whistleblowing Policy can be found [here](#).

The NSPCC has whistleblowing advice [What You Can Do To Report Abuse](#) (or scan the QR code) for staff who do not feel able to raise safeguarding or child protection concerns internally or who have concerns about the way a report is being handled. Staff can also call 0800 028 0285, email help@nspcc.org.uk.



General guidance on whistleblowing can be found at [GOV.UK Whistleblowing for employees](#).

If at any point there is an immediate risk of serious harm to a child, a referral must be made to Children's Social Care immediately (adult social care if over 18). Anybody can make a referral. The relevant contact details are:

Essex Safeguarding Children Board Tel: 0345 603 7627 Out of hours or bank holidays, call the emergency duty team on 0345 606 1212

5.4 Professional Escalation

If the DSL feels that professionals have not taken the appropriate actions to safeguard a child and they consider the child to be at continuing risk of harm, including if the child's situation does not appear to be improving or they are concerned about the actions of another professional, they should discuss this with the Headteacher. The decision may then be made to refer to the Professional Escalation Policy for our Local Safeguarding Children Partnership.

If Professional Escalation is used the details should be recorded on the child's safeguarding file. The record should include details of the concern that has been escalated and the outcome.

5.5 Multi-agency working

The school has a key role in multi-agency safeguarding arrangements and the School Leadership Team and DSLs should make themselves aware of these.

[Working Together to Safeguard Children](#) is very clear that all schools should be fully engaged, involved, and included in safeguarding arrangements.

5.6 Early Help

The DSLs for the school will liaise with other agencies and complete referrals and reports to support this. Other staff may be asked to be involved, particularly at the Early Help stage. Any cases open to Early Help should be kept under constant review and consideration given to a referral to children's social care for assessment, if the child's situation does not appear to be improving, or is getting worse.

5.7 Childrens' Social Care

Where a child is suffering, or is likely to suffer from harm, the DSL will make a referral to children's social care immediately (KCSiE 2023, para 59).

Where appropriate a referral may also be made to the Police. Referrals must contain as much information as possible, including all contextual information and the Local Safeguarding Children Partnership (LSCP). Using the Local Authority threshold (level indicators) will support the completion of this.

KCSiE (2023, para 64) states that within one working day of a referral being made, a social worker should acknowledge receipt of the referral and make a decision about the next steps and type of response. The referrer from school should follow this up if they do not receive this. If an assessment is undertaken, school staff should do everything they can to support that assessment.

5.8 Contact with the Police

Police and Criminal Evidence Act (PACE) (1984)

If the Police arrive unannounced at our school they should always be directed to the Headteacher. If they are unavailable they should be directed to the Deputy Head or Lead DSL. Police officers, of any rank, should not be allowed into the school without the Headteacher/Deputy Headteacher or Lead DSL being aware.

If Police are attending school to visit a pupil or group of pupils this is normally pre-arranged and they will be met by the appropriate staff.

Under no circumstances should a pupil be collected to speak with the Police without the Headteacher/Deputy Heateacher or Lead DSL being aware. One of these people will organise the next steps. There is a requirement for a child to have an Appropriate Adult present when they are in contact with the Police.

An Appropriate Adult is

1. The parent or guardian
2. A social worker
3. Another responsible adult such as the DSL or Headteacher

The member of staff present will inform the Police Officer of any vulnerabilities known by the school, before they speak to a pupil. A record should be made on CPOMS of who spoke to the pupil (name and badge number), who else was present, date and time.

If, having been informed of the vulnerabilities, the member of staff present does not feel that the Police Officer is acting in accordance with PACE, they should ask to speak with their supervisor or contact 101 to escalate their concerns.

Where there are grounds to suspect someone of an offence, they must be cautioned before being questioned, or asked further questions. If their answers or silence (i.e. failure or refusal to answer or answer satisfactorily) provide grounds for suspicion, this may be given as evidence to a court in a prosecution. A Police Officer must not caution a child or a vulnerable person unless the Appropriate Adult is present. If they are cautioned in the absence of the Appropriate Adult, the caution must be repeated in the Appropriate Adult's presence.

If the Police arrive at school with the intention to arrest a pupil, the Headteacher/Deputy Head or Lead DSL must ask for the rationale behind the arrest being made at school. School must always be seen as a safe place

for children to attend but there may be reasons why the arrest is required to be made at school. The member of staff should feel confident to discuss this further with a senior police officer before agreeing to this taking place on the school site. If they are unhappy with the rationale, they can object and ask for further consideration to be given to the appropriateness of this. They can also contact the TKAT Safeguarding team for support and advice. Further information can be found in the Statutory guidance [PACE Code C 2019 \(accessible\) - GOV.UK](#)

[When to Call the Police - Guidance for Schools and Colleges](#) will help staff understand when they should consider calling the police and what to expect, when they do.

6: Four Rs

6.1 Recognise It is important that everyone working with children should be able to recognise the signs of possible abuse and neglect - see section 7. It is not adequate to wait for disclosure as the primary means of detecting child abuse. The recognition and identification of signs of potential abuse will form part of our continuous professional development.

6.2 Respond All adults in school are regarded as 'Trusted Adults' and are emotionally available to children - a crucial aspect of our safeguarding culture. We will not ignore harmful behaviours or actions. We are prepared to respond appropriately to concerns and disclosures of abuse from children.

6.3 Report / Record In cases of serious risk or harm to a child, an immediate verbal alert to the DSL is required before recording on CPOMs. The DSL responds to and manages all actions, case notes and chronologies via CPOMs. It is our duty to record first-hand, in writing, concerns and disclosures about children. This will be done promptly and securely using our safeguarding case management software CPOMs. All staff will be supplied with login details for CPOMs and are expected to make appropriate use of the system.

6.5 Refer The DSL will triage all concerns promptly against levels of need thresholds guidance. In normal circumstances, the DSL will decide the most appropriate action. At Levels 3&4 this will normally be in consultation with the 'front door' to children's social care.



7: The Main Categories of Risk

All staff and volunteers should be aware of the indicators of abuse and neglect

7.1 Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. This includes:

- Physical abuse
- Emotional abuse
- Sexual abuse

- Neglect

7.2 Risks requiring special attention

All staff should be aware of safeguarding issues that can place children at risk of harm. Staff should ensure they understand the range of risks and issues and act accordingly where there is concern. Safeguarding issues staff should be aware of include:

- o Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- o Child on Child abuse (previously known as peer on peer abuse)
- o Consensual and non-consensual sharing of nude and semi-nude images and/or videos,
- o Bullying including cyberbullying
- o Deliberately missing education,
- o Domestic Abuse, Intimate relationship abuse and Teenage relationship abuse
- o Drugs and alcohol misuse
- o Fabricated or Induced Illness
- o Faith Abuse (abuse related to faith or belief)
- o Honour based abuse including Female Genital Mutilation (FGM) and Forced Marriage (Forced Marriage now includes any child up to the age of 18), breast flattening
- o Serious Violence, gangs and youth violence, County Lines, carrying an offensive weapon
- o Gender-based violence / violence against women and girls (VAWG)
- o Mental Health
- o Private Fostering
- o Radicalisation
- o Trafficking
- o Self-harm

This is not an exhaustive list - see Annex B KCSiE 2023 for further information on these risks.

CSE/CCE

If any adult in school is concerned that a pupil may be involved in violence or crime, they must report this to a DSL, as soon as possible. Further advice is available here [Advice to schools and colleges on gangs and youth violence](#)

Private Fostering

If staff at our school become aware of a private fostering arrangement, the local authority should be notified so checks can be carried out to ensure the arrangement is safe and suitable. Notifications must contain information as set out in [Replacement Children Act 1989 Guidance on Private Fostering - GOV.UK](#) and must be made in writing.

7.3 Other circumstances to be aware of

- Children who have a Social Worker
- Children who are Absent from Education which may lead to becoming Children Missing in Education (CME)
- Elective Home Education (EHE)
- Looked After Children and previously Looked After
- Children with Special Educational Needs and Disabilities (SEND)
- Children who are LGBTQ+
- Children with health needs who cannot attend school

In our school we identify pupils who might need more support to stay safe by allowing them time to speak to a trusted adult or ACE tutor. Give them opportunities to represent their thoughts or worries pictorially or through creative activities bespoke to their individual needs.

 SAPA SEND policy 2021-2022 (1)


[SEND Code of practice](#)

[Mencap](#) - Represents people with learning disabilities, with specific advice and information for people who work with children and young people

[IAS](#) - The Special Educational Needs and Disabilities Information and Support Services (SENDIASS).

SENDIASS offer information, advice and support for parents and carers of children and young people with SEND.

We have a policy to support children who cannot attend school due to health needs.

 [SAPA Remote Learning Policy \(TKAT update Feb 21\).docx \(1\).pdf](#)

7.4 Attendance

Our school attendance policy is available here

<https://drive.google.com/file/d/1sKQ2nnZryBondunz6UOeyLmKHgZLxjaa/view?usp=sharing>

Our school is aware that children absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. We acknowledge that children absent from school can lead to Children Missing in Education (CME). We understand that this includes when problems are first emerging but also where children are already known to the local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

7.5 Mental Health

Staff should be aware that mental health conditions can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are well placed to observe and identify children whose behaviour suggests they may be experiencing a mental health condition, or are at risk of developing one. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

If staff are concerned about the mental health of a child they must speak to a DSL. There are situations where this information may need to be shared with MASH as it presents a safeguarding risk. Parents will be informed of these concerns, unless doing so places the child at further risk. It may also be discussed with our school Mental Health First Aider.

Our MHFA is Mrs Tait

7.6 Adverse Childhood Experiences

Where children have experienced trauma, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff should be aware of how these experiences can affect mental health, behaviour and education. The school has clear systems and processes in place for identifying possible mental health problems, including the route to escalate and refer. Further advice and support is available here [GOV.UK- Mental health and behaviour in schools](#)

8: Child on Child abuse

8.1 Child on Child introduction

We believe that all children have a right to learn in a safe environment. We recognise that sometimes, some pupils will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Through a preventative approach we hope we are able to minimise the risk of Child on Child Abuse by having a robust, whole school ethos and approach to safeguarding and child protection. This will be supported by ongoing CPD for staff and having safeguarding content delivered through the curriculum. We will also engage with specialist support and outside agencies. We should maintain an attitude of 'it could happen here'.

All staff must:

- Be aware that children of all ages can abuse other children (Child on Child Abuse) in school, outside of school and online.
- Know the signs and how to recognise Child on Child Abuse.
- Be clear about the school's policy and procedures for Child on Child Abuse and follow them.
- Understand the important role they have in prevention.
- Understand that even if there are no reports in school, it doesn't mean it's not happening.
- Report any concerns that Child on Child Abuse may be taking place, to the DSL.
- Take all reports seriously.

This school has a zero tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated. Behaviour must not be ignored or downplayed, e.g. dismissing sexual harassment as 'just banter', 'part of growing up' or 'boys being boys'.

We will challenge all behaviour that involves contact of a sexual nature, such as pushing or rubbing up against someone, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers. Not challenging this can create a culture and environment that normalises abuse, so children accept it as normal and do not report it. Addressing inappropriate behaviour can help prevent it becoming problematic, abusive and/or violent in the future.

When concerns or allegations are raised, it is possible the allegation:

- Is made against an older pupil about their behaviour towards a younger pupil, or a more vulnerable pupil.
- Is of a serious nature, possibly including a criminal offence.
- Raises risk factors for other pupils in school and young people outside the school.
- Indicates that other pupils may have been affected by this behaviour.

Child on Child Abuse is most likely to include, but not limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between pupils
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include online activity which facilitates, threatens and/or encourages physical abuse)
- Sexual violence such as rape, assault by penetration and sexual assault (this may include online activity which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment such as sexual comments, remarks, jokes and online harassment (one-off or part of a pattern)
- Causing someone to engage in sexual activity without consent (e.g. forcing someone to strip, touch themselves sexually or engage in sexual activity with a third party)
- Consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery)

- Initiation or hazing type violence and rituals (including harassment, abuse or humiliation as a way of initiating a person into a group which may have an online element)
- Upskirting

Children who are victims will likely find the experience stressful and distressing which can adversely affect their educational attainment and emotional well-being. It is also important to recognise that some perpetrators may themselves be victims. It is essential that all victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and staff are supported and protected as appropriate.

Sexual Violence includes rape, Assault by penetration, Sexual Assault and causing someone to engage in sexual activity without consent

Sexual harassment includes Sexual comments, Sexual jokes or taunting, Physical behaviour - consider whether this crosses into sexual violence, Displaying pictures, photos or drawings of a sexual nature and Online Sexual Harassment. For full definitions of Sexual Violence and sexual harassment see KCSiE page 106

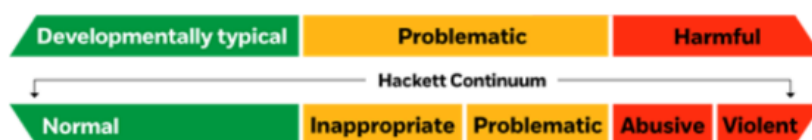
8.2 Harmful Sexual Behaviour (HSB)

Staff must be aware that children's sexual behaviour exists on a continuum ranging from normal (developmentally expected) to inappropriate, problematic, abusive and violent.

Harmful sexual behaviour can occur online and face-to-face. The ages and stages of development of those involved are important factors e.g. one of the children being much older (an age gap of more than two years) than the other. A younger child can abuse an older child, if they are perceived to have power over them such as the older child having special educational needs. Staff should remember that children who display HSB have often experienced their own abuse and/or trauma and should also be supported appropriately.

Staff must look for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, consideration will be given to whether there are wider cultural issues within school that enable this to occur and where appropriate, extra teaching time and/or staff training may be delivered to minimise the risk of it happening again. Decisions and actions are regularly reviewed and recorded and relevant policies are updated to reflect any lessons learnt. Our school uses the NSPCC Hackett Continuum:

Using contextual information and information gathered following an incident the DSL will use the continuum as a toolkit to support their decision making and their next steps. We refer to KCSiE 2023 when dealing with all cases of HSB.



At Stapleford Abbots Primary Academy we also use the following flowchart:

REPORT RECEIVED
 (This could be from the victim, or a third party)
 The report could relate to an incident that occurred onsite, offsite, or online.

Reassure the Victim

- ✓ They will be taken seriously and kept safe. Never give the impression that they are creating a problem
- ✓ Confidentiality can not be promised, however information will only be shared as required
- ✓ Listen to the victim, non-judgmentally
- ✓ Record the disclosure (as reported) on CPOMS capturing the **Child's Voice**
- ✓ Inform victim sensitivity about referrals to other agencies
- ✓ If the victim does not consent to share, staff may still lawfully share to protect children from harm and promote children's welfare. (KCSIE p115)
- ✓ Parents of the victim will be informed – unless this will place the victim at risk
- ✓ In cases of Sexual Violence, the victim's identity is legally protected. This includes sharing on social media and discussion amongst the school community.

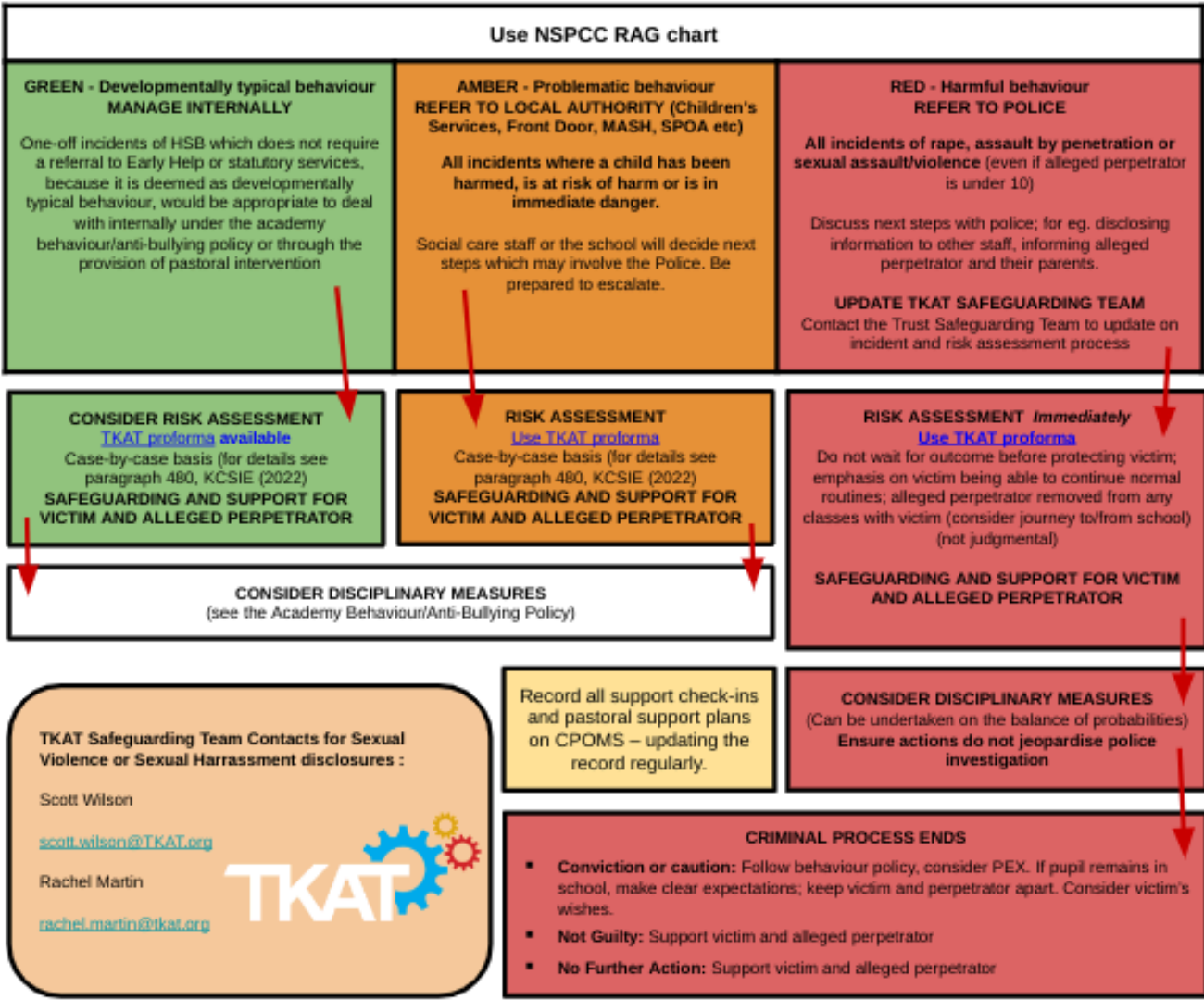
Record keeping

All concerns, discussions, decisions and reasons for those decision **must** be recorded on CPOMS

Considerations	
Immediately: Consider how to support the victim and the alleged perpetrator.	
<ul style="list-style-type: none"> ▪ Wishes of the victim ▪ Nature of the alleged incident ▪ Ages of the children ▪ Development stage of the child 	<ul style="list-style-type: none"> ▪ Any power imbalance ▪ One-off, or a pattern of behaviour ▪ Any ongoing risks to victim/others ▪ Other related issues and wider context (eg. CSE)

TKAT Safeguarding Team

If guidance is required contact the TKAT Safeguarding Team



9: Confidentiality

Confidentiality must be maintained in all matters relating to safeguarding and child protection.

The Headteacher or DSL will only share information with school staff on a need to know basis.

All staff have a professional responsibility to share information with other agencies in order to safeguard children. We will always inform parents/carers when we intend to refer a child to Children's Services unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Children's Services. See [safeguarding practitioners information sharing advice document](#) for further information

10: Allegations against Staff

This school promotes an open culture where all concerns about adults working in or on behalf of the school are dealt with promptly and appropriately (including supply teachers, volunteers and contractors). If any adult in our school has any concerns regarding the conduct or behaviour of another adult, including staff member, governors, volunteers, agency staff, supply staff or contractors, they should discuss it with either the headteacher or the DSL.

If the concern or allegation is about the Headteacher, then the person with the concern should contact their Chair of Governors or director. The Chair will then make contact with the director: Susan Brown susan.brown@tkat.org or if the Chair cannot make contact with the director, they will email the TKAT HR Lead hr@tkat.org who will advise on the next steps. Failure to report concerns or follow procedures is a potential disciplinary matter.

The Headteacher or person acting on behalf of the headteacher will look at the known information and make the decision as to the two levels of allegations / concerns:

1. Allegations that may meet the harms threshold and should be referred to the LADO
2. Allegations / concerns that do not meet the harm threshold - referred to as 'low level' concern

If the school is concerned as to whether the concern is low-level or may meet the harm threshold, they should consult with the LADO.

Concerns or allegations that may meet the harm threshold:

If an adult, including supply teachers, volunteers or contractors has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child,
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children,
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

10.2 Low level concerns

The Headteacher will follow the 'Low Level Concerns Policy and procedures [\(LINK\)](#). KCSIE 2023 pg 102

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt'.

That an adult working in or on behalf of the school or college may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and

- Does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone, contrary to school policy
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- Humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

'Child' means any child that the staff member, governor, volunteers, agency staff, supply staff or contractors has contact with in their personal, professional or community life.

If a statement is required, the DSL will arrange this if appropriate using the TKAT child statement proforma.

11: Reasonable force

Our policy on the use of physical intervention by staff is set out separately and acknowledges that staff must only ever use physical intervention as a last resort such as when a child is endangering themselves or others. 'Reasonable' means using no more force than was needed in that situation and at all times it must be the minimal force necessary to prevent injury to another person.

For pupils with SEND, mental health needs or medical conditions, reasonable adjustments must be considered by planning positive and proactive behaviour support through individual behaviour plans and risk assessments, where appropriate, and agreeing them with a parent with parental responsibility.

All instances of physical intervention should be recorded on CPOMS and recorded in the Physical Restraint Log (Headteacher's office)

Whilst all staff have a duty to intervene where children may place themselves or others at immediate risk of harm, staff who are likely to need to use physical intervention will be appropriately trained in Team Teach.

Physical intervention of a nature which causes injury or distress to a child may be considered under safeguarding or disciplinary procedures.

12: Personal and Intimate Care

Some pupils may require personal or intimate care as a result of a special educational need or disability. A child's dignity will be preserved and a level of privacy maintained whilst ensuring that staff do not leave themselves vulnerable to allegations or concerns [Intimate-Care \(Revised September 2022\).docx.pdf](#)

13: Safeguarding Curriculum

13.1 Online Safety

Our school teaches Online Safety through our Safer Schools app and our Computing curriculum.

A whole school approach to online safety will protect and educate our pupils in their safe use of technology, as well as allowing staff to identify, intervene and escalate any concerns as appropriate. It is essential that our pupils are safeguarded from potentially harmful and inappropriate material online. Whilst appropriate filters and monitoring systems are in place it should not unreasonably restrict what pupils can be taught with regards to online teaching and safeguarding.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems.

KCSiE 2023 states that as a school we must:

- Identify and assign roles and responsibilities to manage filtering and monitoring Systems.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning
- Have effective monitoring strategies in place that meet their safeguarding needs

Therefore:

- Our monitoring and filtering lead is the DSL, Mrs Tait
- Our monitoring and filtering system is reviewed at least annually by the DSL team and IT.
- Our school uses a Smoothwall filtering system, which is programmed to block inappropriate content and notify the DSL team immediately and also in a weekly report. As a school, we can adapt this system to meet the needs of our curriculum to ensure continuity to our teaching and learning content.

13.2 Safeguarding in our school curriculum

Safeguarding is at the heart of everything we do here at Stapleford Abbots Primary Academy. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding.

Our school ethos and behaviour curriculum means that time is taken at the beginning of every new school year to reaffirm school values, expectations, and rules for being part of the school. This good start to the year, with everyone clear about their roles and responsibilities, sets the tone for the rest of the year and leads to excellent safeguarding outcomes.

At Stapleford Abbots Primary we have a fully inclusive curriculum that is designed around various books, themes and topics - making meaningful links between subjects where possible. As a school, we take our responsibility for safeguarding very seriously and as such, safeguarding is linked into all aspects of the curriculum throughout the school year. At Stapleford Abbots we teach Online Safety using our curriculum for computing - Teach Computing. The unit overviews for each unit show the links between the content of the lessons and the national curriculum and Education for a Connected World framework (nccce.io/ efacw). These references have been provided to show where aspects relating to online safety, or digital citizenship, are covered within the Teach Computing Curriculum. Not all of the objectives in the Education for a Connected World framework are covered in the Teach Computing Curriculum, as some are better suited to personal, social, health, and economic (PSHE). Each block of teaching begins with a lesson on Online safety as a refresher before we begin our next units.

In our PSHE curriculum we incorporate safeguarding through a curriculum which follows the statutory RSE curriculum. The teachers and children have open and honest conversations that take place without fear or judgement- building relationships based around trust and respect. We teach in regular timetabled lessons

which provide an opportunity for developmental learning, with clear cross-curricular links made with other subjects as part of a curriculum planned by the school. The lessons are balanced, factually-accurate and age appropriate. We focus on the key skills and characteristics that we wish to develop in our children. This programme also incorporates online safety, supports academic success and work on children's mental health and emotional well being.

We are currently working with the charity MIND to enhance our curriculum offer and this is done through each class being offered a 6 week block of learning around their emotional and mental health needs. We offer:

Brain buddies

Emotional Explorers

Friendship groups

This is offered to all classes as well as 1:1 sessions, that are available for individual children and families, which we identify as needing additional support. Our liaison from MIND works with the family and our school to support the child.

Assembly time and circle times are used to promote personal safeguarding matters and explore themes. For example, we talk about anti-bullying including cyber bullying and British values including how these values are promoted in our multi-faith society. Staff and children are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Our school reflects the diversity of pupils' experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience including the role of women in society and different family groups including same-sex couples.

Practical safeguarding opportunities are planned into the curriculum. For example:

Road safety

Fire awareness

Summer safety

Visitors from charities such as MIND

Safe use of technology including password security and privacy settings

Plays and shows

Our children learn to not tolerate any prejudiced behaviour. Our behaviour policy promotes making good choices and exhibiting good learning behaviours. Class times are a time for sharing ideas, addressing concerns, and promoting important values.

13.3 Mobile technology


We know that children can bully and sexually harass other children through mobile phones and other technology, including sharing indecent images (consensually and non-consensually) through large chat groups, and viewing and sharing other harmful content.

Our school policy on the use of mobile phones states only TKAT mobiles are used within school. All staff are not to use their mobile phones on site when in view of children and they are to be kept in bags and on silent throughout the school day. Children who walk home by themselves after school have to hand in their phone to their teacher until the end of the day.

We will engage with parents to ensure they are informed about online safety, including harmful challenges and hoaxes and how to keep their children safe online. We will provide guidance and information about where to seek help. We will do this through our Safer Schools App and regular features in the weekly newsletter.

13.4 Remote and virtual learning

The school policy for remote learning can be found

 [SAPA Remote Learning Policy \(TKAT update Feb 21\).docx \(1\).pdf](#)

As there is an increase in delivering work and lessons online, the school will ensure that appropriate filters and monitoring systems are in place and any inappropriate content or use is reported and dealt with in the appropriate way, including when pupils are accessing this from home.

It is important that parents are aware of what their children are being asked to do online, including the sites they are being asked to access and who from the school (if anyone) their child is going to be interacting with (KCSiE 2023 para.140).

14: Health and Safety

The school's Health & Safety policy reflects the consideration we give to the protection of our children physically within the school environment as well as, for example, in relation to internet use, and when undertaking school trips and visits.

15: Safer Recruitment of Staff

At our school we follow the TKAT recruitment policy and KCSIE 2023.

We endeavour to ensure that all staff working within the school are suitable to work with children. We achieve this through continuous vigilance, maintaining an environment that deters and prevents abuse and by challenging inappropriate behaviour. When recruiting staff this includes scrutinising applicants, verifying their identity and qualifications and obtaining references, in addition to Disclosure and Barring Service (DBS) checks.

We ensure that at least one member of every recruitment panel has received Safer Recruitment training. This training is available by contacting TKAT HR and it is recommended that it should be updated, as a minimum, every three years. Advice and guidance should be sought from the TKAT HR Team if the school requires support with any aspect of staffing or recruitment.

It is recommended that all staff are checked against the Teachers Prohibition List.

The school uses the TKAT template SCR which includes details of required checks for all staff including sec128 and maintains the SCR in accordance with the guidance from TKAT. The SCR must be updated regularly and as new staff start. The SCR and all associated evidence and documentation remains the responsibility of the Headteacher.

The SCR must be checked regularly (no less than half termly) by the Headteacher. The Director of Education / Chair of Governors / Governor for Safeguarding may also check it as part of any visit and a record of all checks should be kept. Other information relevant for the SCR includes checks made on governors and volunteers and the full name of the person who carried out the check. as well as dates on which all safeguarding and safer recruitment training was undertaken.

As part of our shortlisting process we consider carrying out an online search as part of their due diligence on the shortlisted candidates. We will inform shortlisted candidates that online searches from credible sources, not individual personal social media, may be done as part of due diligence checks.

16: Alternative Provision

The school continues to be responsible for the safeguarding of any pupil attending an Alternative Provision.

The school should be satisfied that the provider is registered with Ofsted and meets the needs of the pupil and will complete a risk assessment prior to the child starting the provision. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working there and their safeguarding policy meets the requirements of the current KCSiE requirements using the TKAT Alternative Provision checklist including updating the school SCR with details of AP staff inline with TKAT procedures.


The school will monitor attendance and meet regularly and frequently with staff at the provision, to ensure it continues to meet the needs of the child.

The DSL will liaise with the Alternative Provision to ensure they are aware of any specific risks or support required for pupils attending there.

17: Staff use of Electronic Equipment

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail, mobile phones, texting, social network sites) and should familiarise themselves with advice and professional expectations outlined in the school's Staff Code of Conduct, [Guidance for safer working practice for those working with children and young people in education settings February 2022](#), the school's Online Safety Policy and Acceptable Use of Technology Policy for staff.

Staff and volunteers should not make use of personal equipment, in particular mobile phones and tablets, for personal use, when in the presence of children. During school trips it may be necessary for a mobile phone to be carried. This should be kept away in a bag. Staff and volunteers should never take photos of children on personal equipment.

The school outlines their expectations of the acceptable use of electronic devices and mobile phones in their Staff Code of Conduct and the Acceptable Use of Technology Policy for Staff. Staff must sign to say that it is read and understood.  TKAT-Code-of-Conduct-2021 Final .pdf

18: Monitoring and Evaluation of Policy and Practice

This school monitors and evaluates the implementation and effectiveness of our safeguarding policies and procedures through:

- External Audits including a SAFECIC audit every two years
- TKAT Safeguarding Reviews
- TKAT Monitoring Visits
- Governor visits
- SLT 'drop in's and discussions with pupils and staff
- Pupil surveys and questionnaires
- Analysing of Attendance data
- Analysing and updating of risk assessments
- Looking at Governing Body meeting minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires

- Regular training 26
- Working with the local authority
- Regular SLT meetings

Ofsted inspectors always report on whether or not arrangements for safeguarding children are effective.