

***This policy applies to the whole school.***

|  |
| --- |
| ***To be reviewed by: the Headteacher Julia Low and the Chair of the Advisory Board Jacqueline Jenkins – this policy will be reviewed again in the event of any significant changes or by February 2022*** |
| ***Signed by the Headteacher/Proprietor: 9th February 2021*** |
| ***Shared with staff: 10th February 2021*** |
| ***Put on Website: 9th February 2021*** |

***The Tutorial Foundation School***

**Safeguarding and Child Protection Policy February 2021**

This policy has been written in line with previously published government guidance ‘Coronavirus (Covid-19): safeguarding in schools, colleges and other providers’ and ‘Restricting attendance during the national lockdown: schools’ (January 2021).

From 5th January 2021 parents were asked once again to keep their children at home, wherever possible, and for schools to remain open to provide care for a limited number of children; children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

It is crucial that all staff and volunteers understand the continued importance of acting immediately on any safeguarding concerns that arise. The key principles of our approach to safeguarding and promoting the welfare of children and young people at our school remain the same. This guidance has been developed to give clear direction to staff, volunteers, visitors and parents about our safeguarding procedures in light of the current national and local situation.

This updated Child Protection and Safeguarding policy was created in response to Covid19 and agreed by the Advisory Board on … It will be kept under review as circumstances continue to evolve in line with national and local guidance and should be read in conjunction with the full policy document.

**Introduction**

* + 1. The Tutorial Foundation School is committed to safeguarding and promoting the welfare of children. All pupils have the right to be protected from all types of harm and abuse. This Safeguarding and Child Protection Policy forms a fundamental part of our approach to providing excellent pastoral care to all our pupils.
		2. We also ensure that children are taught how to keep themselves safe through the curriculum, not only in school but beyond it.

This Policy and its implementation procedures set out the arrangements to safeguard and promote the welfare of pupils at the School. They have been prepared in compliance with, and with regard *to:*

* *The Education Acts*
* *Education (Independent Schools Standards) Regulations 2014 (as amended from time to time)*
* *The Independent School Standards Guidance for independent schools April 2019*
* *Safeguarding Vulnerable Groups Act 2006*
* *The Protection of Freedoms Act 2012*
* *The Children Act 2004*
* *What to do if you’re worried a Child is being Abused March 2015*
* *Working Together to Safeguard Children July 2018 (A guide to inter-agency working to safeguard and promote the welfare of children)*
* *Keeping Children Safe in Education September 2020*
* *Disqualification under the Childcare Act 2006**September 2018*
* *Information Sharing: advice for practitioners providing safeguarding services July 2018*
* *DBS Guidance (as may be amended from time to time)*
* *Use of Reasonable Force in Schools July 2013*
* *Preventing and Tackling Bullying July 2017*
* *Mental Health and Behaviour in Schools November 2018*
* *Prevent Duty Guidance, Channel Guidance, and Prevent Departmental Advice, 2015*
* *The use of social media for online radicalisation July 2015*
* *Teaching Online Safety in School  26th June 2019*
* *Sexting in schools and colleges: responding to incidents and safeguarding young people UKCCIS*
* *Sexual violence and sexual harassment between children in schools and colleges May 2018*
* *Relationships Education, Relationships and Sex Education (RSE) and Health Education*

**Safeguarding Contact List**

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential.  However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures.  The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are listed below.

|  |  |
| --- | --- |
| **PERSON RESPONSIBLE FOR POLICY:**  | **Julia Low**  |
| **APPROVED:** | **9th February 2021** |
| **SIGNED:** | **JULIA LOW** |
| **SHARED WITH STAFF** | **10th February 2021** |
| **TO BE REVIEWED:**  | **Date Policy to be reviewed September 2021 or earlier to reflect any changes in legislation.** |

**At the Tutorial Foundation School the named personnel with designated responsibility for safeguarding are**

|  |  |  |  |
| --- | --- | --- | --- |
| **Designated Safeguarding Lead** | **Deputy Designated Safeguarding Lead** | **Deputy Designated Safeguarding Lead** | **Deputy Designated Safeguarding Lead** |
| **Julia Low** **sen@thetutorialfoundation.co.uk****020-8460-0181 ext. 3** | **Emma Clyde****emma.clyde@thetutorialfoundation.co.uk****020-8460-0181 ext. 3** | **Sharon Oakes****sharon.oakes@thetutorialfoundation.co.uk****020-8460-0181 ext. 3** | **Lily Truong****lily.truongttf@thetutorialfoundation.co.uk****020-8460-0181 ext. 3** |
| DSCN0013 |  |  |  |

**The named personnel with Designated Responsibility regarding allegations against staff are:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Designated Senior Manager** **(The Headteacher)** | **Deputy Designated Senior Manager (Joint proprietor)** | **Member of the Advisory Board** | **Chair of the Advisory Board (in the event of an allegation against the Headteacher)** |
| **Julia Low****sen@thetutorialfoundation.co.uk****020-8460-0181 ext. 3** | **Karen Turner** **accounts@thetutorialfoundation.co.uk****020-8460-0181 ext 1** | **Tim Low****tim.low@thetutorialfoundation.co.uk****020-8460-0181 ext. 3** | **Jacqueline Jenkins****sen@thetutorialfoundation.co.uk****020-8460-0181 ext. 3** |
| **DSCN0013** | DSCN0016 | DSCN0018 |  |
| **LADO - Bromley****Lead Officer for Education Safeguarding****bscb@bromley.gov.uk****020-8461-7669** | **LADO and Safeguarding Contacts for other Local Authorities see Safeguarding Contacts displayed in the Office and can also be found under Our Policies & Safeguarding on our web-site.****Includes (but is not exclusive) Bromley; Lewisham; Croydon; Kent & Lambeth** |

**Agency Responsibility and Statutory Provision in Child Abuse**

|  |
| --- |
| Bromley Safeguarding Partners … [www.bromleysafeguarding.org](http://www.bromleysafeguarding.org) |
| St Blaise, Room B40a, Civic Centre, Stockwell Close, Bromley, BR1 3UH |
| BSCB@bromley.gov.uk |
| 020 8461 7816 / 020 8313 4324 |
|  |
| **Multi-Agency Safeguarding Hub (MASH)Telephone: 020 8461 7373 / 7309 / 7026Address: Civic Centre, Stockwell Close, Bromley, BR1 3UHEmail: mash@bromley.gov.ukmash@bromley.gcsx.gov.uk (secure)Out of Hours Duty Service: 0300 303 8671**  |
|  |
| Gemma Taylor – Local Authority Designated Officer (LADO) 020 8461 7775 or 0208 313 4325 |
| ***LADO@bromley.gov.uk*** |
| ***OFSTED: 0300 123 1231***  |
| ***These procedures have been produced in accordance with DFE and LSCB Guidelines:***  |
| ***• Working Together to Safeguard Children July 2018*** |
| ***• Keeping Children Safe in Education (September 2020 )***  |

* *1*.1.3 The School recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns.
* 1.1.4 This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Bromley local safeguarding partner guidance. The School will ensure that its safeguarding arrangements take into account local inter-agency procedures and practice, including local criteria for action and protocol for assessment.
* 1.1.5 This Policy is addressed to all members of staff and volunteers at the School (temporary and permanent). Adherence to this Policy is mandatory for all staff and volunteers and its use is not subject to discretion. This Policy applies whenever staff or volunteers are working with pupils, including where this is away from the School, for example at another institution, on school visits and trips, as well as sporting and cultural activities.
* 1.1.6 This Policy is available to all parents, staff and volunteers on the School’s website. A paper copy of this Policy is also available to parents upon request to the School office.
* 1.1.7 Pupils are taught about safeguarding both on and offline, including how to adjust their behaviour to reduce risks, keep themselves safe and build resilience; and are made aware of this Policy through the PSHE programme and other means of sharing information appropriate to their age and understanding, within a broad and balanced curriculum.

**Creating a Culture of Safeguarding**

* 1.2.1 The School recognises that safeguarding covers much more than child protection, and so this will operate in conjunction with other related policies and procedures, in particular the  Positive Mental Health Policy; equal opportunities; Health and Safety; First Aid; educational visits; anti-bullying; behaviour management; drugs, alcohol and tobacco; information sharing; online safety (including mobile technology and social media); Fundamental British Values, and Preventing radicalisation and violent extremism. Such policies are available from the School on request.
* The School takes seriously its responsibility to promote and nurture the mental health and well-being of all its pupils and staff. This is reflected in its policies and procedures for pastoral care and the School’s PSHE programme.
* 1.2.2 ‘Safeguarding’ is broader than ‘child protection’. As well as protecting children from harm, ‘safeguarding’ widens the responsibility preventing harm and promoting the welfare of children. It is recognised that safeguarding and promoting the welfare of children includes:
* Protecting children from maltreatment
* Preventing the impairment of children’s health or development
* Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
* Taking action to enable all children to have the best outcomes.
* Where a child is suffering significant harm or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk. The School recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly, and challenging inaction.
* 1.2.3 Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Everyone who works with our pupils should make sure that their approach is child-centred (that is, that they consider at all times what is in the best interests of the child). KSCIE 2020
* 1.2.4 As well as ensuring that the School’s policies and procedures support its safeguarding responsibilities, the School will work with pupils and their families, and contribute to inter-agency working, in line with the statutory guidance **Working Together to Safeguard Children**. This includes providing a co-ordinated offer of early help when additional needs of children are and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
* We are committed to working in partnership with parents, Social Services Departments and diverse communities, to continuously develop and improve the safeguarding culture within our School.
* 1.2.5 Having these safeguards in place not only protects and promotes the welfare of children but also it enhances the confidence of our staff, volunteers, parents/carers and the general public.
* 1.2.6 The School has systems to:
* Prevent unsuitable people working with pupils;
* Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action, and promote the welfare of pupils in need of additional support;
* Promote safe practice and challenge poor and unsafe practice;
* Protect students and staff from online risks; these include online safety education and training, policies and procedures governing the use of IT, and procedures to manage any incidents that occur;
* Deal with issues of confidentiality, information sharing and consent;
* Ensure that staff do not, through their actions, place **pupils** at risk of harm, or place themselves at risk from an allegation of harm (by providing guidance on areas such as 1:1 tuition, inappropriate electronic communication).
* 1.2.7 The School encourages the pupils in its care to raise any concerns that they might have and ensure that these are taken seriously. The School also encourages pupils to contribute their own ideas, appropriate to their age and understanding, about how their safety and welfare could be further improved.
* 1.2.8 All staff are required to adhere to **the ICT Acceptable Use Agreement**, and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.
* 1.3 **Implementation Procedures**
* The School has implementation procedures to assist staff and volunteers when handling safeguarding concerns.
* Information on these procedures is available to all staff and volunteers at the School and the procedures must be followed at all times.
* 1.4 **Children with Special Educational Needs and Disabilities**
* Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges, including particular vulnerability to peer-on-peer abuse. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:
* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further explanation;
* Being more prone to peer group isolation than other children;
* The potential for children with SEN and disabilities to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
* Communication barriers and difficulties in overcoming these barriers.
* To address these additional challenges, children with SEND may require extra pastoral support. The additional vulnerabilities of pupils with SEND and the school’s duty to make reasonable adjustments should be particularly carefully considered in situations where the use of reasonable force may be needed in response to risks presented by incidents involving children with SEND or medical conditions.
* 1.5 **Children potentially at greater risk of harm**
* **Children who need a social worker (Child in Need and Child Protection Plans): the DSL should be informed by the local authority** if a child has a social worker, and should hold and use this information so that decisions can be made in the best interests of the child’s safety, welfare and educational outcomes.
* **Looked After Children and Previously Looked After Children:** The School will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after, or have been looked after, by the local authority.
* 1.6 **Private Fostering**
* Private fostering occurs where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person’s home. If a member of staff becomes aware that a pupil may be in a private fostering arrangement, they should raise this in the first instance with the Designated Safeguarding Lead. The School will then notify the local authority of the circumstances.

***2.* Aims**

* 2.1 **Our aims are to:**

At The Tutorial Foundation we offer a nurturing, caring family environment for our children. **Our aims are to:**

 2.1.1 Fire the imagination of children while strengthening their skills, developing confidence in themselves and their abilities."

2.1.2 Create a friendly, caring and perceptive environment which is safe and secure for all pupils, and in which every individual is valued.

2.1.3 Contribute positively towards the growing autonomy, self-esteem and safety of each pupil. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions. Pupils are taught about safeguarding, including on-line, through the curriculum and designated Pastoral lessons.

2.1.4 Work with parents to build their understanding of and commitment to the welfare of all pupils.

**In order to fulfil these aims the Headteacher will take the necessary steps to ensure that:**

* 2.2.1 All staff (including supply and temporary staff) and volunteers receive training in safeguarding children and an explanation of the systems within the School which support this as part of their induction. This includes:
* The School’s Safeguarding and Child Protection Policy (which includes whistleblowing procedures) and  the staff Code of Conduct
* **Part 1 and Annex A of Keeping Children Safe in Education KSCIE 2020**
* The School’s behaviour policy
* The safeguarding response to children who go missing from education
* The identity and role of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads
* Online safety
* 2.2.2 All staff, volunteers and the Headteacher are trained in child protection (including Prevent awareness, online safety training, the local early help process and how to manage a report of child on child sexual violence or sexual harassment) regularly, in line with local safeguarding partner requirements, and receive safeguarding and child protection updates as required, but at least annually. The Designated Safeguarding Lead receives the required updated child protection and Prevent training at least annually (as set out in Annex B of Keeping Children Safe in Education).
* 2.2.3 The school adheres to the Recruitment Policy (available from the school on request) and safer recruitment procedures. Procedures ensure that at least one member of any recruitment panel involved in all stages of the recruitment process has undertaken the appropriate training in Safer Recruitment and carrying out all required checks on the suitability of all staff and volunteers to work with children and young people in accordance with the guidance and regulations.

It remains essential that people who are unsuitable are not allowed to enter the children’s workforce or gain access to children. When recruiting new staff, the Tutorial Foundation will continue to follow the relevant safer recruitment processes for our setting, including, as appropriate, relevant sections **in part 3 of Keeping Children Safe in Education (2020) (KCSIE).** In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. The Tutorial Foundation will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. **Full details can be found in paragraph 163 of KCSIE.** The Tutorial Foundation will continue to consider and make referrals to the **Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA’s ‘Teacher misconduct advice’ for making a referral**. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk COVID-19

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the Tutorial Foundation will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

* 2.2.4 The school obtains assurance that appropriate child protection checks are carried out and procedures apply to any staff or volunteer of another organisation who with the School’s pupils on another site (for example, in a separate institution).
* 2.2.5 The school will refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child where:

• the harm test is satisfied in respect of that individual;

• the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and

• the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed if they had not left (this includes suspension or deployment to another area of work that is not regulated activity)

* The referral will be made as soon as possible after the resignation, removal or redeployment of the individual in accordance with the procedural guidance at <http://www.gov.uk/guidance/making-barring-referrals-to-the-dbs>(contact PO Box 181, Darlington, DL1 9FA. Tel: 01325 953795, email dbsdispatch@dbs.gsi.gov.uk). In cases involving teaching staff, the school will also decide whether to refer the matter to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching.
* 2.2.6 All School staff are alert to signs of abuse and neglect, and all staff know to whom they should report concerns or suspicions of abuse or neglect.
* 2.2.7 All School staff keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role.
* 2.3 **This Policy is compatible with and meets all applicable requirements of Bromley local safeguarding partners.** The school ensures that it has positive communication with the local safeguarding partners to ensure compliance with local protocol and access to relevant support. The local safeguarding partners can be contacted through the Local Social Services Department (Children’s Services) “Social Services”. Their contact details: Multi-Agency Safeguarding Hub (MASH) Telephone: 020 8461 7373/ 7379/7026, Address: Civic Centre, Stockwell Close, Bromley, BR13UH mash@bromley.gov.uk. Out of hours duty service: 030 0303 8671
* **2.4 Remote Education** At the Tutorial Foundation, we have given clear guidance to all our staff who are providing remote education about appropriate use of devices and ensure there are clear parameters about what contact with pupils should look like in order for children and staff to be kept safe. Staff are reminded that when engaging with pupils and / or parents online they have a responsibility to model safe practice at all times. We have clearly articulated to staff about where and when they will be delivering remote education and have also shared expectations with parents and carers about the school’s approach to lessons and how their child(ren) should be accessing these.
* Staff are also reminded of the need to adhere to our Staff Code of Conduct and safer working practice guidance. Staff should continue to report any concerns they have about adults who are working with children in line our safeguarding policy. Staff will be asked to continue to log their concerns through the online platform “**My Concern**”. If they do not have online access, or access to the app through their phone, they can log their concerns by calling the school office on 0208 460 0181 option 3 and request to speak with a DSL. A DSL will always be available onsite during term-time working hours (9am - 2pm), Monday - Friday.

**3. Responding to Safeguarding and Child Protection Concerns**

* 3.1 Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. School staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
* **3.2 Any concern, allegation or incident of abuse must be referred to the Designated Safeguarding Lead.**   Staff should not assume that a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about sharing information or recording requirements, staff should discuss this with the Designated Safeguarding Lead. Fears about sharing information**must not** be allowed to stand in the way of the need to promote and protect the safety, of children.
* 3.3 If staff have concerns about a child (as opposed to a child being in immediate danger or at risk of harm – see para 3.5 below) they will need to decide what action to take. All staff should be prepared to identify children who may benefit from**early** **help**, that is, support as soon as a problem emerges. Such problems should be discussed in the first instance with the Designated Safeguarding Lead. The early help process may also involve sharing information with other professionals and contributing to an early help assessment.
* 3.4 Any child may benefit from early help, but staff should be particularly alert to the potential need for early help for a child who:
* Is disabled and has specific additional needs
* Has special educational needs
* Is a young carer
* Is showing signs of being drawn anti-social or criminal behaviour
* Is frequently missing/goes missing from care or from home
* Is misusing drugs or alcohol
* Is at risk of modern slavery, trafficking or exploitation
* Is in a family circumstance presenting challenges for the child
* Has returned home to their family from care
* Is at risk of being radicalised or exploited
* Is a privately fostered child
* 3.5 If a child is in **immediate danger or at risk of harm,** this must be reported to the Designated Safeguarding Lead, who will make a referral to children's social care and/or the police **immediately.** It is not the responsibility of the School to investigate suspected or alleged abuse; this is the role of the Police and Social Services.

**3.6 What is Child Abuse?**

* Abuse is 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. Children may be abused in a family or in an institution 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 another child or children. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

The categories listed below are drawn from Keeping Children Safe in Education (September 2020):

* 3.6.1 **Physical abuse** – a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the or deliberately induces, illness in a child.
* 3.6.2 **Emotional abuse** – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
* 3.6.3 **Sexual abuse** - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at or the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate online abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
* 3.6.4 **Neglect** - the persistent failure to meet a child’s basic physical and/or psychological needs likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
* 3.6.5 **Child sexual exploitation (CSE)**,**child criminal exploitation (CCE)** and forms of so-called **‘honour based’ abuse**, including **female genital mutilation (FGM)** are child abuse, and domestic abuse and attempts to draw children into violent extremism or serious violent crime should also be treated as safeguarding issues. Further information on these areas can be found in the Safeguarding Procedures. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.
* 3.6.6 **Sexting**is a child protection issue. Even if explicit material is sent or elicited without malicious intent the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are taught about sexting as part of their internet safety education. The School takes incidences of sexting extremely and deals with them in accordance with child protection procedures, including reporting to the police.
* 3.6.7 **Who are the abusers?** - abusers can be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers or other pupils; in short, an abuser could be anyone.
* 3.6.8 **Peer on peer abuse**: all staff should also recognise that children are capable of abusing their peers. This is most likely to include, but is not limited to:
* bullying (including cyber bullying )
* physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
* sexual violence and sexual harassment
* upskirting which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
* sexting (also known as youth produced sexual imagery), and
* initiation/hazing type violence and rituals
* It is more likely that girls will be victims of peer abuse and boys perpetrators, but all peer on peer abuse is unacceptable and will be taken seriously. Peer on peer abuse should be recognised as abuse and never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. The school seeks to minimise the risk of such abuse by ensuring that it is clear to all members of the school community that not tolerated, and by educating pupils as part of the PSHE programme about healthy and respectful relationships, the wider societal factors (such as sexist stereotypes and language), and how to recognise, report and respond to peer abuse.
* Any allegation of such abuse will be promptly and thoroughly investigated, recorded and treated according to its gravity. The threshold for dealing with an issue of behaviour or bullying under the safeguarding procedure is, subject to local specifics as in any other when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school’s response will include referral to children’s social care or the police. Victims, perpetrators and any other child affected will be supported within the pastoral care structure, taking account of their views and feelings, and support may include counselling where appropriate. All children involved will be treated as ‘at risk’.Further information can be found in the Safeguarding Procedures.
* 3.6.9 **Contextual safeguarding:** safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school. All staff should consider the context within which such incidents and/or behaviours occur. It is important to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

**3.7 Signs of abuse**

* All school staff members should be aware of the signs of abuse, neglect and radicalisation so that they are able to identify cases of children who may be in need of help or protection.
* The following may help staff to be aware of possible signs of abuse - There are further sources of information such as, [What to do if you're worried a child is being abused](https://whs.fireflycloud.net/resource.aspx?id=121780) and the [NSPCC website](https://www.nspcc.org.uk/). However such lists are not exhaustive - if staff members are unsure they should always seek advice and report concerns even where signs/indicators are not present. Staff should also be alert to behaviours or circumstances that put children in danger, such as drug taking, alcohol abuse, self-harm, truanting, cyber bullying and sexting.

(There may be other signs of abuse specific to female genital mutilation and to of young people.

**3.7.1 Physical Abuse**

* • Unexplained injuries/burns
* • Untreated injuries
* • Bruises/abrasion around the face
* • Bi-lateral injuries e.g. two bruised eyes
* • Bite marks
* • Bruising abrasions to lips, cheeks, outer ear

**3.7.2 Emotional Abuse**
* • Excessive overreaction to mistakes
* • Continual self-deprecation
* • Excessive rocking, thumb sucking, hair twisting
* • Extreme compliance/aggression
* • Drug, alcohol and substance misuse
* • Significant peer relationship difficulties
* **3.7.3 Sexual Abuse**
* • Sexual awareness inappropriate to age, including provocative sexual behaviour
* • Self-harm
* • Pregnancy
* • Sexually transmitted diseases
* • Sudden changes in behaviour or school performance
* • Fear of undressing for gym
* • Depression/withdrawal
* • Drug, alcohol, substance abuse
* **3.7.4 Neglect**
* • Constant hunger, tiredness and/or poor personal hygiene
* • Untreated medical problems
* • Destructive tendencies
* • Social isolation
* • Poor self-esteem and/or relationship with peers
* • Excessive rocking, hair twisting, thumb sucking
* **3.7.5 Missing Children**
* A child going missing from an education setting is a potential indicator of abuse and neglect. Staff should treat prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly.
* **3.7.6 Mental Health**
* All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering, abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are however well placed to observe children and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one, and to take appropriate action depending on the nature of the concern. If this concern is also a safeguarding concern, immediate action should be taken following the procedures in this policy.
* **4. Designated Safeguarding Lead (DSL)**
* 4.1. The Designated Safeguarding Lead is a member of the School’s Senior Leadership Team with the necessary status and authority to take lead responsibility for child protection matters (including online safety). This responsibility cannot be delegated. The School will ensure that the Designated Safeguarding Lead[s] [is/are] given the time/cover, funding, training, resources and support to fulfil their role.
* The Designated Safeguarding Lead willensure that there is always cover for their role (including for any out of hours/out of term activities) and that arrangements for cover are communicated clearly to staff.
* The Designated Safeguarding Lead will:
* 4.1.1 be responsible for ensuring that all cases of suspected or actual child protection concerns are dealt with in accordance with the guidance and regulations set out at paragraphs 1.1.2;
* 4.1.2 refer cases of suspected abuse or allegations to the local Social Services Department in accordance with  procedures, and work with other agencies in line with Working Together to Safeguard Children;
* 4.1.3 receive Prevent awareness training; provide advice and support, and make appropriate referrals through the Channel programme;
* 4.1.4 ensure that they are aware of the latest national and local guidance and requirements and will keep the Head, staff and volunteers informed as appropriate;
* 4.1.5 receive appropriate training in child protection matters and interagency working, to include both national and local bodies, at least every two years, and in addition to formal training, update their knowledge and skills at regular intervals and at least annually, in order to keep up with developments relevant to the role;
* 4.1.6 ensure that the Head, staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including but not limited to part-time staff, supply staff, peripatetic staff, newly appointed staff, newly qualified staff, before/after school care staff, gap year students, volunteers, catering staff, cleaning staff and caretakers; ensure that staff receive child protection training regularly, in liaison with our safeguarding partners at Bromley. Prevent training will be part of this.
* 4.1.7 act as a source of advice and support within the School and co-ordinate action regarding referrals in relation to both children and allegations against staff.
* 4.1.8 Ensure all visiting speakers are risk-assessed according to the Promotion of British Values and Prevention of Radicalisation policy.
* 4.1.9 Ensure that all staff have the opportunity for regular review of their own practices through staff training sessions, regular discussions in line management meetings and one-on-one meetings with the DSL.
* **5. Responding to Disclosures of Abuse**
* 5.1 Children are more likely to be abused by someone they know and trust than by a stranger. Staff members are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always take action in the best interests of the child.
* 5.2 Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner, avoiding asking detailed questions. The role of the staff or volunteer is to listen, record and report; not to investigate. Staff and volunteers should take care to ensure that their behaviour and actions do not place pupils or themselves at risk of harm.
* 5.3 If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. All children involved, whether a potential perpetrator or victim, will be treated as being ‘at risk’. The Designated Safeguarding Lead will liaise with local agencies in relation to handling any such cases which arise. A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. **See the Anti-Bullying Policy.**

**5.4 Immediate Response.**

* If a disclosure is made, the member of staff or volunteer **should**:
* 5.4.1 allow the pace of the conversation to be dictated by the pupil;
* 5.4.2 ask open questions which encourage the pupil to talk such as “can you tell me what happened?”
* 5.4.3 accept what the pupil says and do not ask for further detail;
* 5.4.4   acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously;
* 5.4.5   note carefully any clearly visible external signs of possible injury or neglect (but note paragraph 5.5.4 below);
* 5.4.6   reassure the pupil that they have done the right thing, that it is not their fault, and explain whom you will have to tell (the Designated Safeguarding Lead) and why.
* 5.5   The member of staff or volunteer **should not**:
* 5.5.1 burden the pupil with guilt by asking questions such as “why didn’t you tell me before?”
* 5.5.2 interrogate or pressure the pupil to provide information;
* 5.5.3 ask any potentially leading questions such as those that start with the words, how, what, when, where and why, as this may impact on any potential case brought to court;
* 5.5.4 undress the child or examine clothed parts of the child’s body in an attempt to determine the nature of any such injuries/neglect;
* 5.5.5 criticise the alleged perpetrator, this someone they love;
* 5.5.6 promise confidentiality (see paragraph 5.6 and 5.7);
* 5.5.7 make promises that they cannot keep such as “I’ll stay with you all the time” or “it will be alright now”;
* 5.5.8 put words in the child's mouth (i.e. finish their sentences);
* 5.5.9 jump to conclusions or speculate about what happened or might have happened, or make accusations;
* 5.5.10 show an overly emotional reaction, such as expressing disgust, shock or disbelief;
* 5.5.11 attempt to investigate the allegations.
* 5.6 If a pupil confides in a member of staff or volunteer and requests that the information is kept, staff/volunteers **must not** make promises about confidentiality. Staff must tell the pupil sensitively that they have a responsibility to tell the named Designated Safeguarding Lead so that the child can be helped to stay safe and feel better.
* 5.7 In every case, the member of staff/volunteer should consider whether the pupil is able to provide consent for the information to be shared. Safeguarding Procedures relating to information sharing and consent. If the pupil does not consent, the member of staff/volunteer should explain that they need to share the information with the Designated Safeguarding Lead (DSL) and reassure them that the information will only be disclosed to other people who need to know.
* 5.8 The School recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm. The School has age appropriate systems in place for children to express their views and give feedback so that their wishes or feelings will be taken into account when determining what action to take and what services to provide. However the child’s wishes or feelings cannot override the duty to refer suspected abuse to children’s social care or police.
* 5.9 The School will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the School and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the School will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.
* 5.10 All allegations involving staff or volunteers will be discussed immediately with the Local **Authority’s Designated Officer (LADO)** or team of officers before any investigation takes place. In borderline cases, these discussions can be held informally and without naming the individual.
* In any case of immediate risk or serious harm to children, the police shall be informed at the outset.
* **5.11 Recording Information**

Staff/volunteers should:

* 5.11.1 make a record of the disclosure or concern, including the date, time, place and context, and what has actually been said (wherever possible using the child's exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation.
* 5.11.2 clearly distinguish between fact, observation, allegation and opinion;
* 5.11.3 record any observed injuries and bruises;
* 5.11.4 note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into “proper terms”);
* 5.11.5 alert the Designated Safeguarding Lead, either verbally or through the use of **My Concern**
* 5.11.6 appreciate that their records may be used in criminal proceedings or disciplinary investigations.
* 5.12 **Reporting Concerns**
* 5.12.1 Any concerns about pupils must be discussed with the Designated Safeguarding Lead (or in their absence one of the Deputy Designated Safeguarding Leads) as soon as possible and at latest by the end of the school day.
* 5.12.2 Where the disclosure identifies a safeguarding issue, the Designated Safeguarding Lead will report the disclosure to the local Social Services Department **within 24 hours**. In the most serious cases, and if there is that a crime has been committed, the Designated Safeguarding Lead will contact the police.
* 5.12.3 The school’s procedures differentiate between safeguarding children who have suffered significant harm and those who are in need of support from one or more agencies. In cases where a child is not suffering or at risk of suffering serious harm, but rather is in need of additional support, an inter-agency assessment will be undertaken to determine the most appropriate action.
* 5.12.4 Whilst the Designated Safeguarding Lead will usually decide whether to make a referral, **in exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, anyone can refer their concerns to children’s social care directly**(see section 9 below). If a member of staff makes a referral independently, they must inform the Designated Safeguarding Lead as soon as possible thereafter.
* 5.12.5 **If, at any point, there is a risk of immediate serious harm to a child a referral should be made immediately. If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**

**6. Allegations against staff**

* 6.1 Schools must follow the procedures for handling allegations made against staff, supply staff and/or volunteers set out in **Part 4 of keeping Children Safe in Education.** The aim is to deal with any allegation quickly and in a fair and consistent way which provides effective protection for the child and at the same time provides appropriate support for the person who is the subject of the allegation.
* 6.2 Where a safeguarding-related allegation or cause for concern is made against any member of staff, supply staff or volunteer (including the Designated Safeguarding Lead), the matter should be reported immediately to the Headteacher (unless the allegation relates to the Headteacher). The Headteacher should **not speak** to the member of staff who is the subject of the allegation at this point. In the absence of the Headteacher the allegation should be reported to the Chair of the Advisory Board
* 6.3 Where a safeguarding related allegation or cause for concern is made against the Headteacher, the matter should be reported immediately to the chair of the Advisory Board, and the LADO.
* 6.4 **In all cases immediate contact should be made with the LADO**to discuss the allegation. A decision as to how to proceed and eventually whether or not to suspend a member of staff or volunteer will be taken by the Headteacher following consultation with the LADO (and, in the most serious cases, the police). In borderline cases discussions with the LADO can be held informally and without naming the school or individual. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case, giving due weight to the views of the LADO, and guidance in Keeping Children Safe in Education and Working Together to Safeguard Children.
* 6.5 In considering the available options, including redeployment of the member of staff, supply staff or volunteer, the LADO, and the Head will ensure that their primary concerns are the safety and wellbeing of the pupils, together with the need for a full and fair investigation which will be led by the LADO or the police.
* 6.6 The school will refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, as outlined in para 2.2.6 above. The referral will be made as soon as possible, and ordinarily on conclusion of investigation, when the individual is removed from regulated activity. In cases involving teaching staff, the School will also decide whether to refer the matter to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching.
* 6.7 Where required to do so, we will provide requested by the DBS or TRA in respect of a member of staff or volunteer in accordance with our legal duty.
* 6.8 Communications with the School community about safeguarding-related allegations shall only be made following consultation with the LADO and any investigating authorities. There are restrictions on the reporting or publishing of allegations against teachers (which apply up to the point where the accused person is charged with an offence, or theDfE/TRA publish information about an investigation or decision in a disciplinary case). Every effort will be made to maintain confidentiality and guard against unwanted publicity. **The local authority Legal Department will advise on the statutory reporting restrictions on publication of details of allegations.**
* 6.9 If there has been a substantiated allegation against a member of staff, supply staff or volunteer, the School will work with the LADO to determine whether there are any improvements to be made to the School’s procedures or practice to help prevent similar events in the future.

**7. Roles and Responsibilities**

* 7.1 the School should:
* 7.1.1 protect pupils from abuse
* 7.1.2 follow the School's safeguarding policy and read sections of Keeping Children Safe in Education (September 2020) appropriate to their role, including updates to this guidance
* 7.1.3 know how to access and implement the procedures
* 7.1.4 know the identity of the School’s Designated Safeguarding Lead and who to speak to in the absence of the Designated Safeguarding Lead
* 7.1.5 report all safeguarding concerns to the Designated Safeguarding Lead
* 7.1.6 keep a record of any safeguarding concern, conversation or incident
* 7.1.7 undertake appropriate training

**7.1.8 The Advisory Board**

* The Advisory Board ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place, that the child and safeguarding protection policy reflects statutory and local guidance and is reviewed at least annually.
* The Advisory Board member for safeguarding arrangements is **Tim Low.** This member of the Advisory Board takes leadership responsibility for safeguarding arrangements in our school. The Advisory Board ensures there is a named designated safeguarding lead and at least one deputy safeguarding lead in place.
* The Advisory Board ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.
* The Advisory Board ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least twice a year, to provide them with the relevant skills and knowledge to keep our children safe.
* The Advisory Board ensures our pupils are taught how to keep themselves safe (including online) through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020, our school will work in accordance with new government regulations which make the subjects of Relationships Education (for primary age pupils) and Relationships and Sex Education (for secondary age pupils) and Health mandatory.
* The Advisory Board and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school’s ‘Safer Recruitment’ policy for further information). It ensures that volunteers are appropriately supervised in school.

**8. Referring Concerns to Social Services**

* 8.1 The decision to make a referral is a serious matter and requires careful judgement. Such decisions should usually only be taken by the Head or by the Designated Safeguarding Lead, who will liaise with the Head as appropriate, following consultation with Social Services. In cases of serious harm, or if a crime may have been committed, the police will be informed from the outset. However, anyone can refer their concerns to children’s social care directly (see section 9 below).
* 8.2 Advice to determine the nature of any discussions to have with parents should be sought from Social Services in advance of making a referral. Advice can also be obtained from the Legal Department at Trust Office.
* 8.3 Parental consent is not a requirement for referrals to statutory agencies. However, schools should aim to gain consent of individuals or their parents, depending on age and the circumstances, to share information about them with Social Services and other agencies. Schools should be mindful of situations where to do so would place a child at increased risk of harm. Schools may share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a school will gain consent, or if to gain consent would place a child at risk.
* 8.4 In the case of concerns about a pupil being at risk of radicalisation, staff should follow safeguarding guidelines, reporting to the Designated Safeguarding Lead. This may lead to making a referral through the Channel programme. See the Promotion of British Values and Prevention of Radicalisation policy.
* 8.5 In accordance with paragraph 5.12.2 of this Policy, where the disclosure relates to actual abuse or the suspicion of abuse, the Designated Safeguarding Lead will report the disclosure to Social Services within 24 hours.
* 8.6 In the event of the School making a referral to Social Services, they should agree with the recipient of the referral what exactly the child and parents will be told, by whom and when. The Designated Safeguarding Lead should ask to be kept informed of the timing of the strategy discussion between Social Services and the police, which will decide whether and how to investigate. The Designated Safeguarding Lead should be prepared to contribute to the strategy discussion.
* 8.7 The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. The referrer should follow up if this information is not forthcoming. A record of each contact with Social Services, including the name of the officer with whom the School has spoken, and the date and time of the call, should be kept. If after a referral the child’s situation does not appear to be improving, the referrer should consider following local escalation procedures.

**9. Duty to report concerns about the management of safeguarding**

* 9.1 The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School’s safeguarding regime, and feel confident that such concerns will be taken seriously by the senior leadership team. The duty to report concerns about the management of safeguarding is part of the Code of Conduct, and will also be reflected in staff training.
* 9.2 Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns.
* 9.3 The member of staff or volunteer should bring their concerns to the attention of the Designated Safeguarding Lead, or in a case where the concerns relate to the actions or inaction of the Designated Safeguarding Lead, to the Head.
* 9.4 However, where someone reasonably believes these reporting routes to be inappropriate, or has reported concerns and no action has been taken, they should contact the Director of Legal at Trust Office, refer their concerns to children’s social care directly, or use the NSPCC whistleblowing helpline (see section 11 below for contact details).

**10. Monitoring and Review**

* 10.1 The working of this Policy will be monitored by the Designated Safeguarding Lead in the School who will report as required to the Headteacher, and the Advisory Board.
* 10.2 This policy was last reviewed and updated on **21st September 2020** and will be reviewed again in the event of any significant changes or by **September 2021** at the latest. The School’s most recent safeguarding audit visit took place on **January 2020.**

**A reminder – key contacts**

* Helpline:
* **0808 800 5000**
* 18 or under:
* ChildLine offers free, confidential advice and support.
* Tel: 0800 1111
* Whistleblowing helpline
* https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/
* **CEOP**:
* Child Exploitation and Online Protection Centre
* Website: <https://www.ceop.police.uk/Contact-Us/>
* counter-extremism@education.gsi.gov.uk
* call the police: guidance for schools & colleges NPCC

**This Policy must be read in conjunction with the following related policies:**

* Behaviour Management & Anti-bullying
* Complaints
* Confidentiality
* Data Protection
* Equality & Diversity
* E-Safety (Internet Usage; e-mail; Digital video & images; Handheld Devices & Mobile phones)
* First Aid Policy
* Health and Safety Policy
* Induction
* Online Learning Policy
* Off-Site Safeguarding
* PSHE & Citizenship
* Pupil Attendance
* Recruitment & Selection
* Whistleblowing Policy
* Fire Policy
* Staff Code of conduct
* Behaviour Policy

**APPENDIX A**

**VISITING SPEAKER CHECKLIST**

|  |  |
| --- | --- |
| Name of Speaker: |  |
| Topic:  |  |
| Date of visit:  |  |
| 1. Research Speaker to ensure they are suitable for the audience /Risk assessment ( possible)
 |  |
| 1. Agree clear content guidelines with speaker
 |  |
| 1. Arrange for speaker to be met on arrival and returned to reception for departure
 |   |
| 1. Arrange for appropriate supervision for speaker whilst in school
 |  |
| 1. Be prepared to interrupt speaker if they deviate from content and/or the content is a cause for concern (and students who ask leading/ inappropriate questions
 |   |
| 1. If applicable arrange for invoices/expenses to be passed onto the bursary
 |  |
| Date and Sign  |  |

**APPENDIX B**

**DECLARATION FOR STAFF**

**Child Protection Policy and Keeping Children Safe in Education (DfE 2020)**

I have read and I am familiar with the contents of the following documents and understand my role and responsibilities as set out in these documents.

(1) The School’s Safeguarding/ Child Protection Policy

(2) **Part 1 and Annex A** ‘Keeping **Children Safe in Education'** DfE Guidance, 2020

**I have also read all related policies to the Safeguarding/ Child Protection Policy**

I am aware that the DSLs are:

Julia Low – Headteacher and Designated Safeguarding Lead

Emma Clyde – Deputy Designated Safeguarding Lead

Sharon Oakes - Deputy Designated Safeguarding Lead

Lily Truong - Deputy Designated Safeguarding Lead

and I able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available in the staffroom.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_