



# Noam Primary School

Safeguarding and Child Protection Policy

November 2016

## Safeguarding and Child Protection

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor
31/10/2016	31/10/2017	Mrs Hool	Mrs Simmonds	Mrs Nahva Rose/ Mrs Shelley Kelaty

We believe this policy relates to the following legislation:

- Children Act 1989
- Education Act 2002
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2016)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)

- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2015)' as the safety and protection of children is of paramount importance to everyone in this school.

Safeguarding and promoting the welfare of children is best defined as:

'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes'. (Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2015))

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school staff, training for school staff and with working with parents.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times.

The overall intention and purpose behind the school's child protection policy is underpinned by the fundamental principle of the Children Act 1989:

**'The welfare of the child is paramount'**

Everyone in our school shares an objective to help keep children safe by:

- providing a safe environment for children to learn in
- being as physically and mentally healthy as possible;
- medical needs and medical conditions are well managed
- appropriate risk assessments
- safer Recruitment Policy
- identifying and responding to children in need of support and/or protection
- good site security
- supporting children's development in ways which will foster a sense of self-esteem and independence
- experiencing good quality education opportunities;
- providing a safe learning and working environment;

- experiencing emotional well being;
- receiving support from a network of reliable relationships;
- learning to look after themselves;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of pupils is the responsibility of all school staff and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

The following are types of abuse and neglect:

**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 symptoms of, or deliberately induces, illness in a child.

**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 a child 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 involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

**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, 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 grooming a child in preparation for abuse (including via the internet).

**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 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; or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2016))

We will inform the Designated Child Protection Officer of any allegations of abuse by any member of the school staff whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We will also inform the Designated Officer of any person connected to the school who is considered to be unsuitable to work with children.

We have a duty to ensure school staff have the **skills, knowledge and understanding** to be alert to the additional safeguarding challenges to children with special educational needs and disabilities.

We are aware of all matters regarding safeguarding including sexual exploitation, Female Genital Mutilation (FGM), honour based violence (HBV) and sexting. We have a mandatory reporting duty which requires health and social care professionals and teachers to report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out. We will report any concerns we may have regarding pupils who may have been affected by any of these issues.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments will be undertaken to reduce this risk and all school staff concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school staff about any concerns or fears they may have knowing that they will be taken seriously.

We will ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE/Citizenship that will equip the children with the necessary skills and awareness to stay safe from abuse. We want children to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

We are committed to establishing and maintaining correct procedures and checks for safer recruitment for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies.

We have a duty to ensure that under no circumstances will we disclose to a parent any information held on a child if this would put the child at risk of significant harm.

We aim to ensure that in all school inspections safeguarding will be judged as outstanding in leadership, in outstanding personal development, behaviour and welfare and outstanding in the standards in Early Years provision.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- To establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- To ensure all children have effective means of communication with more than one adult in the school
- To give opportunities for class or group discussions of thoughts and feelings in an atmosphere of trust, acceptance and tolerance
- To include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse.
- To ensure that all school staff are aware of what action to take when dealing with a child protection issue.
- To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and support agencies.
- To ensure compliance with all relevant legislation connected to this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body:

- has in place a child protection policy and other related procedures;
- has appointed senior members of staff to act as the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead;
- has nominated a governor to liaise with the child protection officer;
- has delegated powers and responsibilities to the Headteacher to ensure everyone connected with the school is aware of and complies with this policy;
- has in place safe recruitment procedures, including appropriate use of reference checks on new staff and volunteers;
- has in place procedures to deal with allegations of abuse against members of staff and volunteers;
- nominated the Chair of Governors to deal with any allegations of abuse made against the Headteacher;

- has undertaken appropriate training about the ways of safeguarding children;
- will ensure that the Designated Safeguarding Lead attends appropriate refresher training every two years;
- will ensure that the Headteacher, school staff and volunteers undertake regular safeguarding training;
- will annually review all safeguarding policies and procedures;
- will undertake periodic checks to ensure all safeguarding procedures are working effectively;
- will receive an annual report from the Headteacher on safeguarding pupils in the school;
- has responsibility for ensuring all policies are made available to parents;
- has nominated a link governor to visit the school regularly, to liaise with the Headteacher and the Designated Safeguarding Lead and to report back to the Governing Body;

## **Role of the Headteacher**

The Headteacher will:

- ensure the implementation of this policy, all procedures and other related policies;
- ensure everyone in the school community is aware of this policy;
- publish this policy on the school's website
- ensure all school staff and volunteers understand the safeguarding risks to children and how to report any concerns they may have;
- work closely with the Designated Safeguarding Lead and nominated governor for child protection;
- ensure both Designated Safeguarding Leads undertake two-yearly advanced training in their role;
- organise, in conjunction with both Designated Safeguarding Leads, regular awareness training on a wide range of safeguarding topics for all adults in the school community;
- keep an updated training attendance record and ensure that those who were absent from any training attend another follow up training session;
- provide evidence for Inspectors that training has been effective and has been implemented;
- provide adequate resources for the Designated Safeguarding Lead to undertake his/her role;
- ensure a safer recruitment process is in place;
- ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;
- ensure the Single Central Record is in place, up to date and fulfils all statutory requirements;
- ensure all visitors are suitably checked and monitored;
- ensure that all school staff and volunteers are able to highlight improvements to the safeguarding policies and procedures;
- ensure that all new staff undertake training in child protection procedures;
- To create and maintain a culture of vigilance.
- create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures;
- ensure school staff and pupils do not take photographic images without consent or management permission;

- establish an environment where children feel safe to talk and a culture where school staff listen to children;
- not promise confidentiality to any child but always act in the interests of a child;
- have in place effective anti-bullying strategies;
- encourage pupils to assess risks to themselves;
- ensure school staff are constantly encouraging pupils to assess risks to themselves;
- undertake training in safeguarding and child protection;
- provide guidance, support and training to all staff;
- provide support to school staff when dealing with a traumatic child protection situation;

### **Dealing with allegations of abuse made against other children**

- To be aware that children are capable of abusing their peers.
- To have in place procedures to minimise the risk of peer on peer abuse.
- To investigate all allegations of peer on peer abuse.
- To ensure that when dealing with a safeguarding concern the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

### **Role of the Designated Safeguarding Lead**

The Designated Safeguarding Lead will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the Headteacher and the nominated governor;
- be trained in child protection policy procedures;
- renew training every two years in order to;
  - understand the assessment process
  - understand the procedures of a child protection case conference and child protection review conference
  - understand the specific needs of children in need
  - understand the specific needs of children with special educational needs and those of young carers
  - have in place a secure and accurate record system of all concerns and referrals

### **Sexting**

- To deal with all incidents of sexting by:
  - meeting with the appropriate school personnel;
  - meeting with the pupils involved;
  - informing the parents unless by doing so will put the pupil(s) at risk;
  - not viewing the imagery unless it is unavoidable;
  - contacting social care or the police if the pupil is at risk of harm.

- To make school personnel aware of the increased number of cases of sexting among under-16 year olds and the damaging effects that it is having.
- To work with the PSHE coordinator to ensure sexting becomes an important topic for discussion with pupils.

## **Female Genital Mutilation**

- To raise awareness that female genital mutilation (FGM) affects girls particularly from North African countries and it is illegal to allow girls to undergo this practice either in this country or abroad.
- To ensure that all concerns regarding FGM and vulnerability to radicalisation are reported.

- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism;
- keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- ensure all confidential child protection information is stored securely in central place;
- inform parents that information is kept on their children;
- ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;
- be trained in working with all agencies;
- familiarise school staff with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- liaise and seek advice from other agencies when the need arises;
- liaise with social care and other agencies;
- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- keep all school staff up to date with any changes to procedures;
- organise appropriate training for school staff and governors;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school staff when necessary;
- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- annually review the policy with the Head.

## Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the Designated Safeguarding Lead;
- ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Local Authority guidelines and LSCB procedures;
- ensure that everyone connected with the school is aware of this policy;
- or the Chair of Governors take responsibility for taking action according to Local Authority procedures where there are allegations against the Headteacher;
- ensure recruitment of school staff and volunteers is in line with the Safe Recruitment policy;
- undertake safeguarding training every two years.

## Role of School Staff & Volunteers

- All staff will be informed of their responsibilities in being alert to the signs of abuse and the procedures for referring concerns to the Designated Person. School staff are aware of the additional safeguarding challenges to children with **special educational needs and disabilities**.

All new staff will receive induction training and all staff will have refresher training every year.

Statistically, children with behavioural difficulties and disabilities are more vulnerable to abuse. All staff need to be particularly sensitive to signs of abuse.

We will support staff by providing an opportunity to talk through their **anxieties** with the Designated Senior Person.

### Physical Intervention

Staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under Safeguarding or disciplinary procedures.

All staff will have access to advice on the boundaries of appropriate behaviour during INSET training sessions.

Ensure that any absence of two days, without satisfactory explanation, of a pupil currently on the child protection register is referred to the designated person.

## Procedures for Reporting Concerns

Any member of staff who has a concern about a child must remember it is important to maintain a sense of balance when observing a child, and to avoid making assumptions.

A child may exhibit these signs at any time without there being cause for concern. If, however, a child shows a number of these signs, further enquiries should be made and concerns registered

In order to keep a clear perspective, it is important for teachers to:

- Share all concerns with a senior colleague, preferably the designated person or Head teacher
- Report all factual evidence accurately and exactly
- Report all feelings and suspicions, but carefully and clearly separated from the factual evidence.
- Log concerns using our standard proforma

If a pupil makes a disclosure then the member of the school staff must:

- listen to the pupil;
- remain calm;
- offer reassurance;
- not ask the pupil to remove or adjust clothing if bruises are observed;
- not ask leading questions;
- let the pupil speak freely;
- accept what has been told them without challenge;
- not offer opinion or criticize or lay blame;
- reassure the pupil at the end of the disclosure telling them that they have done the right thing;
- not promise confidentiality but inform them that other people need to be told;
- record accurately and factually what the child has said in note form;
- record observed injuries or bruises on a map of the body;
- submit a completed critical incident sheet to the designated person who will seek advice from the Local Authority Designated Officer;

Child protection investigations should take the form of structured assessments. They should be focused on assessing whether the concerns are substantiated or not. At an early stage, it is vital to see the child concerned and to talk to the child with another member of staff present.

The designated person will discuss their concerns with the child's parents unless it is thought that this would be detrimental to the child.

If there is a genuine cause for concern, the designated person will make contact with the appropriate agencies within 24 hours.

The Designated Safeguarding Lead will then:

- further investigate and keep records of this investigation;
- decide whether to take this referral further or to monitor the situation;
- inform the person making the initial referral of his/her decision;

- prepare in readiness for a case conference/core group meeting the following information on the child:
  - attendance and punctuality data
  - academic achievement
  - child's behaviour and attitude
  - relationships and social skills
  - appearance and presentation
  - any known incidents in or outside school
  - school contact with parents/carers

If a parent makes a disclosure to school then the Designated Safeguarding Lead:

- should meet with the parent taking down all details;
- will assure the parent that the school will take the matter seriously;
- that he/she will have to take advice from the Local Authority Designated Officer about the disclosure;
- will get back to the parent when a decision has been taken and how to proceed.

Written records of any concern regarding a child's safety will be kept in a file in a locked cabinet in the Head teacher's office.

We will co-operate with relevant external agencies in any enquiries regarding child protection matters, including representation at case conferences, core groups and multi-agency planning meetings.

Parents will be advised of the intention to refer to Social Care and their views and co-operation sought, unless we have good reason to believe that to do so would place a child at greater risk of harm.

All staff will make it clear to any child disclosing information that they cannot guarantee confidentiality, but they will only pass the information on to the people that can help them.

Information concerning children at risk will be shared with all members of staff on a "need to know" basis. The Designated Person will make a judgement in each individual case about who needs and has a right to access particular information.

Where there are concerns about a child, a teacher may be asked to keep a log of observations. This will be kept securely, separately from generally accessible pupil and class records.

All records are subject to the Freedom of Information Act (2000) and the Data Protection Act (1998). If there is any doubt as to the rights of any party to access information, we may seek legal advice prior to releasing any information.

School staff and volunteers must:

- recognise that child protection is their main responsibility;

- treat children's welfare with utmost importance;
- be aware of the background of the children in their care;
- be made aware of this policy and all other safeguarding policies and procedures during induction, the school staff handbook and training;
- attend regular awareness training on a wide range of safeguarding topics;
- be aware of the name of the Designated Safeguarding Lead;
- be trained in identifying signs of harm and abuse;
- be aware of child sexual exploitation, radicalisation and extremism;
- be aware of the effects of abuse and neglect on children;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- know how to report any suspected case of harm or abuse;
- report any concerns that they have about pupils who may be vulnerable to radicalisation;
- establish a school and classroom environment where children feel safe to talk and where school staff listen to children;
- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- encourage pupils to assess risks to themselves;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- be aware of the Safer Recruitment processes and checks;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community.
- Every year the staff will ask the views of all pupils by issuing a questionnaire and asking:
  - Do they feel safe in school?
  - Are they aware of basic safeguarding procedures in school?
  - Are pupils aware of how to keep themselves safe?
  - Do they know who to go to if they are concerned about their own safety or that of others?
  - Are they are aware of e-safety?
  - Do they know how to keep themselves safe outside school?
  - Do they know how to keep themselves safe when using the internet?

## Role of Pupils

Pupils must:

- feel safe and protected;
- know how to assess risk to themselves;
- know how to keep themselves safe;
- know how to raise a complaint or concern;
- know and recognise a trusted adult that they can go to and raise their concerns;

- feel supported and protected when they raise a concern;
- be kept informed of any actions that have been taken when they have raised a complaint;
- feel safe from discrimination and bullying;
- be made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.

Every year the staff will ask the views of all pupils by issuing a questionnaire and asking:

- Do they feel safe in school?
- Are pupils aware of how to keep themselves safe?
- Do they know who to go to if they are concerned about their own safety or that of others?
- Are they are aware of e-safety?
- Do they know how to keep themselves safe outside school?
- Do they know how to keep themselves safe when using the internet?

## **Role of and Partnerships with Parents**

Parents are:

- asked to work hard with the school to establish excellent home-school relationships;
- aware that we have a responsibility for the welfare of all our pupils;
- aware that we have a duty to involve Social Services or any other agency if we have any concerns about a child;
- aware that under certain circumstances we will involve an agency without informing them if we think that by so doing we will place the child at even greater risk;
- aware that they will be kept up to date with all our actions.

The Designated Safeguarding Lead:

- will ensure that parents are aware of this policy;
- will respect parents and children's need for privacy;
- will respect families from different backgrounds and cultures as long as it does not put the child at risk;
- when making a referral will share all information with parents unless it places the child at risk.

## **Role and Partnership with Agencies**

We work in close partnership with all school agencies as the safety and protection of children is of paramount importance to everyone in this school.

### **Community Agencies:**

- Norwood Social Service 020 8457 4745

## Brent Authority Agencies:

- Safeguarding children referral and assessment team: 020 8937 4875
- Brent Local Safeguarding Children Board: 020 8937 4237  
Email: [info@brentlscb.org.uk](mailto:info@brentlscb.org.uk)
- Child abuse investigation team: 8am – 4pm 020 8733 3562/3558  
out of hours 999 / Local Police Station

## Other Useful Information

- What to do if You're Worried a Child is Being Abused – Summary  
[www.doh.gov.uk/safeguardingchildren/index.htm](http://www.doh.gov.uk/safeguardingchildren/index.htm)
- Framework for the Assessment of Children in Need and their Families  
[www.doh.gov/qualityprotects/work\\_pro/project\\_3.htm](http://www.doh.gov/qualityprotects/work_pro/project_3.htm)
- Ofsted Website  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- The Protection of Children Act 1999
- A Practical Guide to the Act for all Organisations Working with Children  
[www.doh.gov.uk/scg/childprotect](http://www.doh.gov.uk/scg/childprotect)
- NSPCC Helpline: 0808 800 5000  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

## Allegations against staff

- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues.
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- If a child makes an allegation against a member of staff, the Head teacher should be immediately informed. S/he will then interview the member of staff immediately, in the presence of another member of senior staff.
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- The Head teacher will discuss the allegation with the Chair of Governors.
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- If the allegation concerns the behaviour of the Head teacher, the Chair of Governors should be informed immediately.

## Recording Information

School personnel and volunteer helpers are asked to record any concern or incident in the following way:

<ul style="list-style-type: none"><li>▪ Date</li><li>▪ Time</li><li>▪ Place</li><li>▪ Nature of the concern</li></ul>	<ul style="list-style-type: none"><li>▪ All facts</li><li>▪ Observed injuries and bruises</li><li>▪ Note the actual words of the child</li><li>▪ Sign the notes and hand to the DT</li></ul>
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## Physical Intervention

- Staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under Safeguarding or disciplinary procedures.
- All staff will have access to advice on the boundaries of appropriate behaviour during INSET training sessions.
- Staff ensure that any absence of two days, without satisfactory explanation, of a pupil currently on the child protection register is referred to the designated person.

## Confidentiality and Security of Information

- It is imperative that confidentiality is observed at all times as the protection of the child is paramount.
- School staff have a professional responsibility to share information with other professionals who are investigating a case.
- A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret.
- The child must be reassured that the information will only be shared with the designated teacher who will decide what will happen next.
- All child protection records are regarded as confidential and will be kept in a secure place.

## Case Conferences and Core Group Meetings

The Designated Safeguarding Lead will attend:

- all Child Protection Case Conferences with the appropriate member of staff;
- all Core Group meetings once a child has been placed on the Child Protection Register.

## Training

Training will take place for school staff, volunteer helpers and governors:

- on induction to the school
- during NQT induction
- throughout the academic year

All school staff must undertake appropriate training regularly in:

- child protection issues
- recognising signs of abuse
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## Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- Staff meetings and training sessions

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	