

Roe Green Infant School Safeguarding & Child Protection Policy



*Proud to be.... Respectful, Resilient, Trustworthy, Safe & Healthy, Positive, Creative
An achiever, Independent, Honest and Friendly.*

Roe Green Infant School

Safeguarding Children Policy

1. Introduction

- The governors and staff of Roe Green Infant School have a statutory duty to safeguard and promote the welfare of children as described in **section 157** of the **Education Act 2002**. This policy has been developed in accordance with the principles of the **Children Act 1989** and **2004** and has due regard to the government guidance: **Working Together to Safeguard Children** 'What to do if you're worried a child is being abused' 2015, 'Keeping Children safe in Education DFE September 2021' as the safety and protection of children is of paramount importance to everyone in this school.
- At Roe Green Infant School, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.
- Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.
- We will always act in the best interest of the child.
- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

In addition, we will abide by the child protection procedures of our Local Safeguarding Children Board. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment, which promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- ❖ To support the child's development in ways that will foster security, confidence and independence
- ❖ To raise the awareness of both teaching, administrative and support staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- ❖ To provide a systematic means of monitoring children known or thought to be at risk of harm.
- ❖ To emphasise the need for good levels of communication between all members of staff.
- ❖ To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse?
- ❖ To develop and promote effective working relationships with other agencies, especially the Police and Social Services
- ❖ To ensure that all adults within our school, who have access to children, have been checked as to their suitability.

Context - Safeguarding legislation and guidance

- ❖ Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make

arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

- ❖ The statutory guidance Keeping Children Safe in Education September 2021 is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. This document contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply in order to keep children safe. It should be read alongside statutory guidance 'Working together to safeguard children 2021,' and departmental advice 'what to do if you are worried a child is being abused 2015' - Advice for practitioners. All staff must read at least Part One of this guidance and staff have been trained in relation to KCSIE 2021 guidance, have completed a quiz and signed to say they have read and understood the content. Copies of these key documents are available electronically in Teachers - Standards - Policies - Safeguarding and are referred to and copies given as part of induction training..
- ❖ The Teacher Standards 2012 state that teachers, including headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- ❖ In the UK, more than 51,510 children are annually subject to a child protection plan (NSPCC - 2020).
- ❖ Available online at: <https://www.gov.uk/government/statistics/characteristics-ofchildren-inneed-2019-to-2020>
- ❖ Research suggests that up to two children a week die from abuse and neglect and one child in five is exposed to domestic abuse in the home. The prevalence of neglect continues to be a major concern and online abuse is increasing. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) is a growing problem and disabled children are three times more likely to be abused and neglected. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns.
- ❖ Departmental advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

2. Procedures

Our school procedures for safeguarding children will be in line with national legislation and Local Authority (LA) and Local Safeguarding Children Board (LSCB) procedures. We will ensure that:

- ❖ We have a designated member of the Senior Leadership Team, who undertakes regular training. *
- ❖ We have 2 other members of the SLT. Deputy DSLs, who will act in the designated teacher's absence. They also undertake regular training. *
- ❖ The Governing Board have a responsibility to safeguard and promote the welfare of children, according to the statutory guidance Keeping Children Safe in Education

(KCSIE). The Board has delegated **Natasha Woodward** to be their Safeguarding Governor.

- ❖ All members of staff develop their understanding of the signs and indicators of abuse.
- ❖ All staff have a responsibility of safeguarding pupils.
- ❖ All members of staff know how to respond to a pupil who discloses abuse.
- ❖ All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.

* Designated Safeguarding Lead – Mrs. Marina Aziz. maziz@rgreeninf.brent.sch.uk 020 8204 3531

* Deputy DSLs. – Mrs. Nicole Lobo. nlobo@rgreeninf.brent.sch.uk 020 8204 3531
and Mrs. Jag Sidhu. jsidu@rgreeninf.brent.sch.uk 020 8904 5597

Our procedures will be regularly reviewed and up-dated at least annually.

All new members of staff will be given a copy of our staff handbook which tells them that all Child protection/safeguarding concerns go directly to the designated Child Protection/Safeguarding staff member.

All staff visitors, contractors, volunteers and students will be given a leaflet / information Sheet of our Safeguarding policy and procedures.

3. Responsible Roles:

The Head teacher Nicole Lobo will

- ❖ ensure the implementation of this policy, all procedures and other related policies.
- ❖ ensure everyone connected with the school is aware of this policy.
- ❖ work closely with the Designated Safeguarding Lead and nominated governor for child protection.
- ❖ ensure the DSL role is stipulated in the Job Description and the DSL has a copy.
- ❖ ensure there is adequate cover when the Designated Safeguarding Lead is unavailable.
- ❖ provide adequate resources for the Designated Safeguarding Lead to undertake her role.
- ❖ ensure DBS checks are undertaken for everyone working in regulated activity with children in the school.
- ❖ ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures.
- ❖ ensure that all new staff undertake induction training in child protection procedures and are given a copy of the "Keeping Children safe in Education "September 2021."
- ❖ regularly report to the School Governing Body and keep them updated about child protection issues (maintaining confidentiality).
- ❖ undertake training in safeguarding and child protection at least annually and is regularly updated.
- ❖ provide leadership and vision in respect of equality.
- ❖ Provide guidance, support and ensure all staff are adequately trained and updated at least annually.
- ❖ liaise with Local Authority Designated Officer if there any allegations against a member of staff.
- ❖ ensure the curriculum equips children to keep themselves safe, actively promotes equality and diversity and fundamental British values, tackles bullying and discrimination and ensures the current and changing risks to children are addressed.

- ❖ work with Designated teacher and virtual school head teachers to ensure LAC fulfil their full academic potential.

The Safeguarding Governor Natasha Woodward 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 the Local Safeguarding Children Board procedures.
- ❖ ensure everyone connected with the school is aware of this policy.
- ❖ take responsibility for the oversight of procedures relating to those of the LSCB where there are allegations against the Headteacher.
- ❖ ensure recruitment of school staff and volunteers is in line with the Safer Recruitment policy.
- ❖ undertake safeguarding training that is regularly updated.

The Designated Safeguarding Lead Marina Aziz

- ❖ will ensure that parents are aware of this policy and that it is available via the school website.
- ❖ will respect parents and children's 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, hamper a criminal investigation or in cases of suspected sexual abuse or fabricated and induced illness.

Multi - Agency meetings

The Designated Safeguarding lead will attend or ensure the school is represented at:

- ❖ all Child protection Case Conferences (with other appropriate members of staff).
- ❖ all Core Group meetings once a child has a Child protection Plan,
- ❖ Team around the Child (TAC), Child in Need (CIN), and (LAC) looked after children or any other professional meetings.
- ❖ on rare occasions if attendance is not possible a report will be provided.

The designated staff member is responsible for the following.

- ❖ Adhering to the statutory framework **KCSIE** doc September 2021, LA and school procedures with regard to referring a child if there are concerns about possible abuse.
- ❖ Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- ❖ Ensuring that staff are using the **CPOMS** software to refer any safeguarding concerns immediately to the DSL.
- ❖ Ensuring that all such records are separate from pupil records and kept confidentially in a secure (i.e. locked) designated cabinet/cupboard, accessible through the DSP (Designated Senior Person for Child Protection) or the Headteacher.
- ❖ Ensuring that an indication of further record keeping is marked on the pupil records.
- ❖ Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Social Services.
- ❖ Work closely with teacher for Looked After children (LAC) and virtual schools head teachers to ensure LAC reach their full potential
- ❖ Ensuring that safeguarding is taught as part of a broad and balanced curriculum.

- ❖ Ensuring the safeguarding and child protection policies account for peer-on-peer abuse, additional safeguarding challenges for children with special educational needs and disabilities (SEND), and honour based violence.
- ❖ Supporting staff with using CPOMS (online reporting tool for entering concerns and disclosures to the DSL. Linked to the school)

Role of Staff / Volunteers, who

- ❖ Should recognise child protection is everyone's responsibility.
- ❖ treat children's welfare with utmost importance.
- ❖ encourage self-esteem and self-assertiveness, foster positive relationships between children and staff.
- ❖ be aware of changes in behaviour (consider abuse and neglect as possible reasons for this) and the behaviour management policy.
- ❖ be aware of the background of the children in their care (as appropriate and on a need to know basis).
- ❖ be aware of this policy and all other safeguarding policies and procedures during induction, the staff handbook and training.
- ❖ be responsible for reading chapter one of 'Keeping children safe in education' September 2021, Appendix A 'further information' and 'What to do if you're worried a child is being abused' 2015.
- ❖ be aware of the names of the designated safeguarding lead and staff providing cover and understand the role of the DSL.
- ❖ be trained in identifying signs of harm and abuse and the effects of abuse and neglect on children at least annually which will be updated regularly as necessary.
- ❖ be alert at all times to the signs of abuse namely **physical, emotional, sexual or neglect**.
- ❖ have an understanding of why pupils with **SEND** are more vulnerable to abuse and neglect.
- ❖ know how to report any suspected case of harm or abuse and make a referral themselves to social care.
- ❖ respond immediately to any child.
- ❖ report any concerns to the designated safeguarding leader or those providing cover via CPOMS immediately. In exceptional circumstances any member of the staff can make a referral and should know how to do this.
- ❖ be kept up to date with changes and procedures.
- ❖ ensure that they conduct themselves correctly at all times, maintain professional boundaries and do not put themselves or others at risk.
- ❖ report and deal with all incidents of discrimination.
- ❖ report any concerns about the conduct of other staff and volunteers to the Headteacher and know how to contact the chair of the school's governing body with concerns about the Headteacher.
- ❖ receive support or counselling if they feel distressed from being involved with a case or incident.

Role of Pupils, who should

- ❖ Follow school rules, core values and ethos, including management of their own feelings and behaviour, and around bullying, and how they relate to others.

- ❖ Be made aware of basic safeguarding procedures in school such as visitors signing in and wearing badges.
- ❖ Learn how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media.
- ❖ Through personal, social, moral, cultural and spiritual development, including through access to cultural experiences so that they are well prepared to respect others and contribute to wider society and life in Britain today.
- ❖ Know who to speak to in school if they have concerns of their own or about others.

The School Council will be involved in:

- ❖ discussing aspects of this policy during the school year.
- ❖ surveying the children to ensure they feel safe and know who to talk to in school about concerns.
- ❖ every year the school council together with the designated safeguarding lead will ask the views of KS1 & KS2 pupils by issuing a questionnaire regarding how safe they feel.

Role of parent / carers

- ❖ who will be asked to work closely with the school to establish excellent home - school partnership.
- ❖ know that the school will always act in the best interests of the child.
- ❖ made aware that the school has a responsibility for the welfare of all our pupils. ❖ made aware through the school booklet that the school has a duty to involve social care if the school has concerns about a child.
- ❖ be aware they will be informed of any actions the school takes involving their child(ren) unless to do so could put their child at greater risk.

The school will provide a well-being questionnaire twice a year to ask Parents about their child's safety and well-being.

4. Reporting Concerns:

If a child makes a disclosure, then the member of the school personnel must: ❖ listen to the pupil

- ❖ remain calm
- ❖ offer reassurance
- ❖ not ask the child to remove or adjust clothing if bruises are observed
- ❖ not ask leading questions
- ❖ let the pupil speak freely
- ❖ accept what has been told to them without challenge
- ❖ not offer opinion or criticize or lay blame
- ❖ 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 using the child's own words
- ❖ record observed injuries or bruises on a map of the body (but not take photographs)
- ❖ submit a concern sheet form to the Designated Safeguarding Lead who will seek advice from Social care / MASH

The Designated Safeguarding Lead will then:

- ❖ 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 ensure the parent that the school will take the matter seriously that she will take the advice from the Designated Officer in the local authority (LADO) about the disclosure.
- ❖ will get back to the parent on a need to know basis.

5. Children Missing Education (CME)

- ❖ A child going missing from education (particularly on repeat occasions) is a potential indicator of abuse or neglect and may also be an indicator of travelling to conflict zones, sexual exploitation, FGM and forced marriage.
- ❖ School will inform the local authority of any pupil who fails to attend school regularly, or has been absent for a continuous period of 10 days or more.

6. Female Genital Mutilation

- ❖ At Roe Green/Strathcona Schools we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our school has few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.
- ❖ It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.
- ❖ At RGI & RGS we have a **mandatory duty** to report concerns we have about girls at risk of FGM to the police and social services.

7. Bullying

At Roe Green Infant School, pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

- ❖ Our policy on bullying is set out in a separate policy and acknowledges that bullying is completely unacceptable and will be dealt with appropriately.

Peer on Peer Bullying

- ❖ All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.
- ❖ This is most likely to include Cyber bullying, gender based violence, sexual abuse and sexting. Staff should follow the above policies and procedures for any report of peer on peer abuse.

Sexting

- ❖ All staff should be aware that sexting is illegal for children under the age of 18 and that any such incidents are dealt with in a calm and quiet way

8. Honour based Violence

- ❖ If a disclosure regarding Honour based violence is made, all staff are aware that this is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. Staff should immediately report this to Marina Aziz

9. Child Sexual Exploitation

- ❖ The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);

- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

10. Criminal Child Exploitation

- ❖ Information about Child Criminal Exploitation can be found in KCSIE (2021) page 125.

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. *CCE* does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of **CCE**:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

11. County Lines

❖ County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2021) page 126.

12. 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; •

This has been added to the updated document "**keeping children safe in education 2021**,"

13. Private Fostering

- ❖ All staff have a duty to inform children's services and their designated safeguarding lead if they become aware of a private fostering arrangement for a child in their care.

14. Supporting Children

- ❖ We recognise that a child who is abused or witness's violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- ❖ 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. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- ❖ encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying;
- ❖ promoting a caring, safe and positive environment within the school;
- ❖ liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- ❖ notifying Social Services as soon as there is a significant concern; and
- ❖ providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

15. Training

Training organised or approved by the Designated Safeguarding lead will take place for all school staff, volunteer helpers and governors:

- ❖ On induction to the school
- ❖ During NQT induction
- ❖ Throughout the academic year

All school staff must undertake training appropriate to their role at least annually and regularly updated;

- ❖ Child protection issues
- ❖ Restraint training
- ❖ Recognising signs of abuse
- ❖ Understand the reasons disabled children are more susceptible to abuse
- ❖ Handling disclosures
- ❖ Female genital mutilation (FGM)
- ❖ Peer on peer abuse (including sexting)

- ❖ Honour based violence
- ❖ Radicalization & Prevent
- ❖ Child Sexual Exploitation (CSE)
- ❖ County lines
- ❖ Domestic abuse (See separate policy)

16. Physical Intervention

- ❖ Our policy on physical intervention by staff is set out in the school Control & Restraint Policy and acknowledges that staff must only ever use physical intervention as a last resort, 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 child protection or disciplinary procedures.

17. Supporting Staff

- ❖ We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- ❖ We will support such staff by providing an opportunity to talk through their anxieties with the designated staff member and to seek further support as appropriate.

18. Allegations against staff

We understand that a pupil may make an allegation against a member of staff.

- ❖ If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- ❖ The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO), Noah Tucker- (0208 937 2974), email: noah.tucker@brent.gov.uk. Nichola Fraser (LADO) - (0208 937 4791), email nichola.fraser@brent.gov.uk
- ❖ If the allegation made to a member of staff concerns the Headteacher, the designated staff member will immediately inform the Chair of Governors who will consult with the LAs Lead Officer for Child Protection/Safeguarding.
- ❖ The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school.
- ❖ Schools and colleges should have processes and procedures in place to manage any safeguarding concerns about staff members (including supply staff, volunteers, and contractors). If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then: • this should be referred to the headteacher (KCSIE September 2021).

19. Retention, Archiving and transfer of safeguarding records.

- ❖ The school should retain the record for as long as the pupil remains at the school.
- ❖ If the pupil transfers to another school, the school will transfer the child protection file to the next school. It should be forwarded to the new school without delay, separate from their main pupil file. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible.

Custody of, and therefore responsibility for, the records passes to the school the pupil transfers to.

- ❖ A copy of the child protection file will be kept until the receiving school has confirmed receipt. Once confirmation is received the copy will be shredded, unless legal proceedings are ongoing. A record must be kept of date confirmation received and date copy shredded.
- ❖ When a pupil reaches statutory school leaving age, the last school attended should keep the child protection file until the pupil's 26th birthday.

20. Confidentiality and Security of Information

- ❖ all matters relating to child protection are confidential;
- ❖ school personnel have a professional responsibility to share information with other professionals who are investigating a case of significant harm and must abide by the government guidance 'information sharing' 2015;
- ❖ parents are made aware of any intention to refer their child to Social Care unless to do so would put the child at greater risk of harm, or impede a criminal investigation and Social care are consulted if we are not sure.
- ❖ A child, when confiding information to a member of staff, must be aware that or the child's own sake this information cannot be kept secret;
- ❖ The child must be reassured that the information will be shared with the Designated Safeguarding Lead who will decide what will happen next; ❖ The Headteacher or Designated Staff Member will disclose any information about a pupil to other members of staff on a need-to-know basis only.

21. Racist Incidents

- ❖ Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

22. Prevent Duty

- ❖ At RGI/RGS we build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- ❖ The statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

23. Code of conduct - Whistle-blowing

- ❖ We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- ❖ All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

24. Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- ❖ Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- ❖ Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

- ❖ Include in the curriculum opportunities for Personal, Social, Health and Citizenship Education (PSHCE), which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

25. Health & Safety

- ❖ Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips, residential trips and visits.
- ❖ Expert and professional organisations are best placed to update guidance and practical support on specific safeguarding issues, listed in the Keeping Children Safe in Education Document, September 2021.

Signed Designation.....Date.....

Reviewed:		Action:	
Reviewed;		Action:	
Reviewed;		Action:	