



# Good Apple

## Independent School

### Safeguarding and Child Protection Part 2: Roles and Responsibilities

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Committee Member
05/09/2021	02/09/2021	Natalie	Sarah / Derrick	Tammy Goddard

We are aware that ‘ The Committee and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare.’

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

The following are very important telephone numbers that must be kept up to date at all times:

Safeguarding Contacts	Name / Tel No
<b>Designated Safeguarding Lead</b>	Natalie 01427 616803
<b>Deputy Designated Safeguarding Lead</b>	Sarah 01427 616803
<b>Second Deputy Designated Safeguarding Lead</b>	Derrick 01427 616803
<b>Nominated Committee Member for Safeguarding</b>	Tammy Goddard 01427 616803
<b>Local Authority Designated Officer (LADO)</b>	Lincs 01522 554674
<b>Social Services Referrals</b>	01522 850878
<b>Out of Hours Social Services</b>	01522 782333
<b>Police</b>	999
<b>Chair of Committee Members: Person to contact regarding concerns about the Headteacher</b>	Martin Hayes / Tammy Goddard 01427 616803
<b>NSPCC Whistle-blowing Helpline</b>	<b>0800 028 0285</b>

1.1 We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- School Staffing (England) Regulations 2009
- Education Act 2002
- Equality Act 2010
- Female Genital Mutilation Act 2003



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- 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
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019

1.2 The following documentation is also related to this policy:

- COVID – 19; safeguarding in schools, colleges and other providers (DfE)
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, The Committee 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 2019)
- 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 (2018)
- 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)
- Guidance for safer working practices (Safer Recruitment Consortium 2019)
- Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2018)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Sexting in Schools and Colleges (UK Council for Child Internet Safety (UKCCIS))

1.3 We believe this policy **must be read** in conjunction with the following policies which have major relevance to safeguarding and promoting the welfare of children:

- **Safeguarding Part 1**
- **Safeguarding Part 3 of 4: Recognising the Signs of Abuse**
- **Safeguarding Part 4 of 4: Safeguarding**
- Looked After Children
- Manual Handling
- Medical and First Aid
- Mental Health



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### Procedures

- Acceptable Use of ICT
- Administration of Medicines
- Advocates and Independent Visitors
- Anti-Violence, Aggressive and Anti-Social Behaviour
- Anti-bullying
- Anti-Cyber Bullying
- Child Gone Missing On or Off Site
- Child Missing Education
- Child Sexual Exploitation
- Confidentiality
- Dealing with Allegations Against School Personnel
- Dealing with Sexual Harassment and Sexual Violence
- Disciplinary Procedure
- Disclosure and Barring Service Checks
- Domestic Abuse and Operation Encompass
- Drugs Education and Managing Drug Related Incidents
- Eating Disorders
- Educational Visits
- Educational Visits and Terrorist Incidents
- Equal Opportunities
- Exclusions
- E-safety
- Female Genital Mutilation
- Health and Safety
- Hygiene
- Intimate Personal Care
- Intruders
- Knife Crime
- Mobile Phone Safety and Acceptable Use
- Parent and Community Use of Social Media
- Parent Involvement (Engagement)
- Pastoral Care
- Photographic and Video Images
- Positive Handling (Restraint of Pupils)
- Prevent Duty - Dealing with Extremism and Radicalisation
- Pupil Absence on Medical Grounds
- Pupil Behaviour and Discipline
- Relations Education, Sex Education and Health Education
- Safe Physical Contact with Pupils
- Safer Recruitment and Retention
- School Based Counselling
- School Personnel Code of Conduct
- School Security
- Searching, Screening and Confiscation
- Self-Harm
- Sharps and Needles
- Sick Child
- Special Educational Needs and Disabilities
- Students on Placement
- Sun Protection
- Supervision of Pupils
- Supporting Pupils with Long Term Medical Conditions
- Troubled and Vulnerable Children
- Uncollected Child
- Visitors, Visiting Speakers and Contractors
- Walking to and From School
- Whistle Blowing

**1.4** 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 2021)' as the safety and protection of children is of paramount importance to everyone in this school and we work hard to create a culture of vigilance. At all times we will ensure what is best in the interests of all children.



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**1.5** We ensure that safeguarding is everybody's responsibility and that everyone fully recognises their roles and responsibilities towards safeguarding and promoting the welfare of children. Therefore, we have in place detailed roles and responsibilities for:

- the Committee;
- the Headteacher;
- the Designated Safeguarding Lead;
- the Local Authority;
- the Local Authority Designated Officer;
- School Personnel and Volunteers;
- the First Day Contact Supervisor;
- the Data Protection Officer;
- the Curriculum Leader;
- the E-Safety Coordinator;
- Pupils;
- the School Council;
- Parents and Partnerships with Parents;
- Partnerships with Agencies

### 2.0 Aims

- To have in place roles and responsibilities for all stakeholders.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### 3.0 Role of the Committee

The Committee has the responsibility to ensure the following are in place:

#### 3.1 Legislation, the Law and Documentation

- To be responsibility for ensuring that the school complies with all equalities legislation.
- To ensure that the policies, procedures and training in school is effective and complies with the law at all times.
- To ensure that all Committee Members are fully aware of their safeguarding responsibilities.
- To ensure Committee Members and school personnel are aware of:



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- Keeping Children Safe in Education (DfE 2021)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, The Committee and Proprietors of Independent Schools (DfE)
- What to do if you're worried a child is being abused 2015 (HM Government)

### 3.2 Safeguarding Policies

- To ensure this policy is up to date and is annually reviewed.
- To ensure the following policies are up to date, in place and annually reviewed:
  - Child Protection
  - Staff Discipline, Conduct and Grievance policy
  - Managing Allegations against Staff policy
  - Managing Allegations against Pupils policy
  - Disclosure and Barring Service Checks policy
  - Volunteer Helpers policy
- To use the experiences and expertise of school personnel when writing and reviewing safeguarding and child protection policies.
- To be responsible for ensuring all policies are made available to parents.

### 3.3 Headteacher

- To delegate powers and responsibilities to the Headteacher and to ensure everyone connected with the school is aware of and complies with this policy and other safeguarding policies.

### 3.4 Designated Safeguarding Lead

- To appoint members of the senior leadership team to act as the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.
- To ensure the designated safeguarding lead takes lead responsibility for safeguarding and child protection and has the 'appropriate status and authority within the school to carry out the duties of the post.'
- To have in place current job descriptions for both the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead.



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- To ensure the Designated Safeguarding Lead attends appropriate refresher training every two years.

### **3.5 Inter-agency Working**

- To ensure close working links with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- To ensure 'safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures.'
- To share information with local agencies.

### **3.6 Safeguarding Training**

- To ensure all Committee Members undertake appropriate training about the ways of safeguarding children.
- To ensure the Designated Safeguarding Lead attends appropriate refresher training every two years.
- To ensure all school personnel undertake safeguarding and child protection training in line with local procedures on induction.
- To ensure that the Headteacher, school personnel and volunteers undertake regular and annual safeguarding and child protection training.

### **3.7 Safe Recruitment**

- To have in place safe recruitment policy and procedures, including appropriate use of reference checks on new staff and volunteers.
- To ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- To ensure
- To ensure volunteers are properly supervised.

### **3.8 Disclosure and Barring Service Checks**

- To ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school.
- To ensure Committee Members have Enhanced DBS checks.
- To make a 'referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.'



### **3.9 Reports**

- To receive termly reports from the Headteacher on safeguarding pupils in the school.
- To receive immediate reports of any weaknesses to this policy.
- To receive an annual report from the Headteacher on safeguarding pupils in the school.

### **3.10 Curriculum**

- To ensure pupils are taught about safeguarding, including online safety as part of a broad and balanced curriculum by covering relevant issues through:
  - Relationships Education (Primary Schools)
  - Relationships and Sex Education (formerly known as Sex and Relationship Education) (Secondary Schools)
  - Personal, Social, Health and Economic (PSHE) Education
  - Health Education (For all pupils in state-funded schools)
- To ensure pupils are equipped with the necessary skills and awareness to stay safe from abuse. We want them 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.
- To ensure children understand risk, become more resilient and know where to go for help and support.

### **3.11 Allegations of abuse made against teachers, Headteachers, volunteers and other staff**

- To have in place procedures to deal with allegations of abuse against the Headteacher, members of staff and volunteers.
- To ensure allegations are referred to the designated officer at the local authority.
- To nominate the Chair of Committee Members in liaison with the local authority to deal with any allegations of abuse made against the Headteacher.

### **3.12 Allegations of abuse made against other children**

- To minimise the risk of peer on peer abuse.
- To investigate all allegations of peer on peer abuse.

### **3.13 Looked After Children**





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- To ensure that staff has the skills, knowledge and understanding necessary to keep looked after children safe.

### **3.14 Children with Special Educational Needs and Disabilities**

- To ensure school personnel are trained in recognising abuse and neglect in children with special educational needs and disabilities.

### **3.15 Online Safety**

- To ensure that appropriate filters and monitoring systems are in place.

### **3.16 Monitoring**

- To undertake periodic checks to ensure all safeguarding procedures are working effectively;
- To be responsibility for the effective implementation, monitoring and evaluation of this policy.

### **3.17 Equality**

- To nominate a designated Equalities Committee Member to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy.

### **3.18 School Council and Nominated Committee Member**

- To involve the School Council in:
  - determining this policy with the Committee;
  - discussing improvements to this policy during the school year;
  - organising surveys to gauge the thoughts of all pupils;
  - reviewing the effectiveness of this policy with the Committee
- To nominate a link Committee Member to:
  - visit the school regularly;
  - work closely with the Headteacher and the Designated Safeguarding Lead;
  - ensure policies and systems fulfill all safeguarding and child protection responsibilities and are consistent with Local Authority guidelines and procedures;
  - ensure that everyone connected with the school is aware of this policy;





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- or the Chair of Committee Members take responsibility for taking action according to Local Authority procedures where there are allegations against the Headteacher;
- ensure recruitment of school personnel and volunteers is in line with the Safe Recruitment policy;
- review:
  - curriculum for safeguarding
  - impact of safeguarding policy
  - safer recruitment procedures
  - record keeping system
  - review data and trends
  - training record and impact of training
  - transition arrangements
  
- undertake safeguarding training every three years;
- ensure that everyone connected with the school is aware of this policy;
- report to the Committee every term;
- annually report to the Committee on the success and development of this policy

### 3.19 Performance Management

- To annually undertake the performance management of the Headteacher.

## 4.0 Role of the Headteacher

The Headteacher has been given delegated powers and responsibilities by the Committee to ensure the implementation of the following areas:

### 4.1 Legislation and the Law

- To be responsible for ensuring that the school complies with all equalities legislation.

### 4.2 Ethos and Learning Environment

- To create and maintain a culture of vigilance.
- 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 an environment where children feel safe to talk and a culture where school personnel listen to children.



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### 4.3 Policy Awareness and Documentation

- To ensure everyone connected with the school is aware of and complies with all aspects of this policy and other safeguarding policies;
- To ensure all school personnel and Committee Members read Part One of 'Keeping Children Safe in Education'.
- To ensure the current safeguarding and child protection policy is published on the school website.
- To ensure all school personnel are familiar with:
  - this policy
  - School Personnel Code of Conduct policy
  - Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, The Committee and Proprietors of Independent Schools (DfE)
  - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2021)
  - Information Sharing (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)
  - The Prevent Duty: Department advice for schools and childcare providers (DfE)
  - Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)
- To ensure the following safeguarding policies are up to date and that all school personnel and volunteers are aware of them:
  - Safeguarding and Child protection (see policy)
  - Pupil Discipline and Behaviour (see policy)
  - School Personnel Code of Conduct (see policy)
  - Children who go missing from education;
  - Role of the Designated Safeguarding Lead (including the identity of the designated safeguarding lead and any deputies) (see policy)
  - Anti-Bullying (see policy)
  - Anti-cyber Bullying (see policy)
  - Child Sexual Exploitation (see policy)
  - Dealing with Allegations against School Personnel, Volunteers, Headteacher or Pupils (see policy)
  - Dealing with Sexual Violence and Sexual Harassment (see policy)



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- Disclosure and Barring Service Checks (see policy)
- Photographic and Video Images (see policy)
- Prevent Duty - Dealing with Extremism and Radicalisation (see policy)
- Positive Handling (Restraint of Pupils) (see policy)
- Safer Recruitment (see policy)
- Internet Social Networking Websites (see policy)
- Special Educational Needs (see policy)

- To publish this policy:

- on the school's website
- in the school handbook
- in the staff handbook

#### 4.4 Safeguarding Training

- To undertake training in safeguarding and child protection.
- To ensure all school personnel and volunteers understand the safeguarding risks to children and how to report any concerns they may have.
- To keep an updated training attendance record and ensure that those who were absent from any training attend another follow up training session.
- To provide evidence for Inspectors that training has been effective and has been implemented.
- To ensure that all new school personnel undertake induction training in safeguarding and child protection procedures that covers aspects of:
  - Keeping Children Safe in Education (DfE)
  - What to do if you are worried a child is being abused (DfE)
  - Guidance for safer working practices (Safer Recruitment Consortium)
  - Prevent Duty (DfE 2015)
  - Child Sexual Exploitation - definition and guide for practitioners (DfE)
  - School Procedures
- To provide refresher training for all school personnel annually and to raise awareness of a wide range of safeguarding topics throughout the school year.
- To have in place a record of all refresher training undertaken and to ensure that those who were absent from any training attend another follow up training session.
- To evaluate the effectiveness of the varied approaches to safeguarding training undertaken.
- To provide evidence of the improved changes to safeguarding training.



#### **4.5 Designated Safeguarding Lead**

- To work closely with the Designated Safeguarding Lead and nominated Committee Member for child protection.
- To nominate a deputy Designated Safeguarding Lead.
- To ensure both Designated Safeguarding Leads undertake two-yearly training in their role.
- To ensure both Designated Safeguarding Leads undertake Prevent awareness training (Workshop to Raise Awareness of Prevent).
- To 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.
- To provide adequate resources for the Designated Safeguarding Lead to undertake his/her role.
- To ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role.

#### **4.6 Safer Recruitment**

- To ensure a safer recruitment process is in place.
- To ensure that agency supply teachers and other supply staff and vetted by the agency are, when they arrive at school, are the same people that the agency vetted.
- To prevent people who pose a risk of harm from working with children.
- To check staff who work with children.
- To take 'proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.'
- To ensure that at least one person on any appointment panel has undertaken safer recruitment training.

#### **4.7 Disclosure and Barring Service Checks**

- To ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school.
- To ensure for agency and third party supply staff written confirmation is received from the employment business supplying the member of supply staff that stipulates all relevant checks, appropriate certificates, confirmation dates and enhanced DBS certificates are in place.
- To be aware that, from 1 January 2021 the Teacher Regulation Agency will no longer maintain a list of European Economic Area teachers with sanctions.
- To be aware that we must make any further checks that we think appropriate on applicants that have lived or worked outside of the UK, with those applicants providing



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proof of their past conduct as a teacher issued by their regulating authority in the country they worked.

- To ensure all visitors are suitably checked and monitored.
- To ensure Disclosure and Barring Service checks are undertaken for who volunteers to run an after school sports club such as football, netball, rugby etc.
- To ensure Disclosure and Barring Service checks are undertaken for any adult employed by the school from a sports agency who coach children either in school time or as an after school club.

#### 4.8 Single Central Record

- To ensure a Single Central Record is in place, up to date and fulfils all statutory requirements that covers everyone who work in regular contact with children such as all:
  - school personnel
  - trainee teachers on salaried routes
  - volunteers
  - supply agency staff

The following information will be recorded for all school personnel, trainee teachers and volunteers:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- a check of professional qualifications
- a check to establish the person's right to work in the UK
- a section 128 check for those in school management positions
- checks on those who have lived or worked outside the UK

Additional information will be recorded for supply agency staff:

- name of the supply agency
- confirmation checks that the agency has done all of the above
- date when the confirmation was received
- DBS certificate for each supply person
- date when DBS certificate was received



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Plus the supply agency will be contacted once the agency worker has arrived in order to verify that that 'is the same person that the agency has completed the vetting checks on'.

### 4.9 Policies and Documentation

- To ensure all school personnel and Committee Members read Part One of 'Keeping Children Safe in Education'.
- To ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures.

### 4.10 Record Keeping

- To have in place a robust and effective record keeping system.
- To ensure all child protection concerns, associated discussions and decisions are recorded in writing in a set format:
  - The nature of the concern
  - The name of the person reporting the concern
  - To whom the concern was reported
  - When it was recorded
  - What robust action was taken
- To ensure the record keeping system is kept in one secure central place.
- To have in place an up to date, detailed, accurate and secure child protection file which records all concerns and referrals.

### 4.11 Online Safety

- To have in place IT systems that will effectively filter the internet without over-blocking and systems to monitor online usage.

### 4.12 Covert Cameras and CCTV

- To ensure that regular checks of the school premises take place especially of changing areas by the Site Manager for hidden cameras.
- To ensure that all areas of the school are kept clutter-free in order to prevent the placing or installation of covert cameras.
- To ensure the following procedure is undertaken if a covert camera is found:
  - will contact the police outlining all known details



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- will not touch the device
  - will not look at any images on the camera
  - will close off the area where the device was found as this is now a crime scene
  - will not move or remove any articles etc in the crime scene
  - will inform the local authority Designated Officer
  - will write an incident report
- To ensure that all CCTV cameras are periodically checked to ensure that they are not facing:
    - areas of expected privacy
    - mirrors

### 4.13 Risk Assessments

- To ensure risk assessments are in place regarding physical intervention, personal care, intimate care, pupils changing for sporting activities, school personnel working 1:1 with a pupil, overnight stays and staying with hosting families on exchange visits.
- To encourage pupils to assess risks to themselves.

### 4.14 School Personnel

- To ensure school personnel and pupils do not take **photographic images** without consent or management permission.
- To not promise **confidentiality** to any child but always act in the interests of a child.
- To ensure school personnel are constantly encouraging pupils to **assess risks** to them.
- To ensure school personnel have the skills, knowledge and understanding to keep looked after children safe.
- To ensure school personnel are aware of the additional safeguarding challenges to children with **special educational needs and disabilities**.

### 4.15 Female Genital Mutilation

- To ensure all concerns regarding FGM are reported to the police.
- To ensure all school personnel are trained to recognise the symptoms of FGM.

### 4.16 Honour-based Violence

- To ensure all concerns regarding honour-based violence are reported to the DSL or deputy Designated Safeguarding Lead.





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- To ensure all school personnel are trained to recognise the symptoms of honour-based violence.

### **4.17 Fostering**

- To report any private fostering arrangements to the local authority.
- To inform the family of the child being fostered that it is their duty to inform the local authority of the private fostering arrangements in place.

### **4.18 Reporting**

- To regularly report to the Committee and keep them updated.
- To report annually to the Committee on the effectiveness of the policy.

### **4.19 Dealing with Allegations against School Personnel, School Volunteers, the Headteacher**

- To ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff.
- To ensure such allegations are referred to the designated officer(s) at the local authority by the designated safeguarding lead.
- To ensure procedures are 'in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.'
- To be aware that it is a legal duty and failure to refer when the criteria are met is a criminal offence.

### **4.20 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.

### **4.21 Looked After Children**

- To ensure school personnel have the skills, knowledge and understanding necessary to keep looked after children safe.



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- To ensure that appropriate school personnel have the information they need in relation to a child's looked after legal status.
- To promote the educational achievement of children who are looked after.
- To ensure the designated teacher for looked after children has the appropriate training.

### 4.22 Children with Special Educational Needs and Disabilities

- To ensure school personnel are trained in recognising abuse and neglect in children with special educational needs and disabilities.

### 4.23 Support and Counselling

- To support and counselling to school personnel if they feel distressed from being involved with a traumatic child protection case or incident.
- To provide guidance, support and training to all staff.

### 4.24 Ofsted Inspection

- To be prepared for an Ofsted inspection by ensuring safeguarding arrangements are firmly embedded into the vigilant culture of the school that will provide sufficient evidence for a successful Ofsted. Evidence that includes having in place:
  - a clear and effective safeguarding and child protection policy;
  - a school environment that is safe and secure;
  - pupils who:
    - feel safe and secure;
    - know how to make a complaint;
    - can name a trusted adult;
    - feel safe from bullying and discrimination;
    - know how to manage risk
  - school personnel who:
    - are well trained and understand the indicators of all types of harm;
    - work as a team;
    - undertake annual refresher training;
    - know how to report concerns about pupils and the conduct of other adults;
    - have identified learners who may be vulnerable;
    - are sufficiently trained in online safety;



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- are trained to use de-escalation strategies;
  - know that all physical intervention incidents must be recorded, reported, monitored and reviewed;
  - will seek the views of the pupil after an incident of physical intervention;
  - are aware of the supervision arrangements of pupils whose safety and welfare are at risk
- 
- a system for reporting concerns immediately;
  - an effective school personnel code of conduct policy;
  - a system that deals with pupils absence from school;
  - local procedures that deals with pupils missing from school;
  - regular discussions with pupils to see if they feel safe and secure;
  - an improvement plan based on the results of pupil: teacher discussions

### 4.25 Equality

- To provide leadership and vision in respect of equality.

### 4.26 Monitoring

- To undertake periodic checks to ensure all safeguarding procedures are working effectively;
- To monitor the effectiveness of this policy.

## 5.0 Role of the Designated Safeguarding Lead

‘The Committee and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role holder’s job description.’  
(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2021))

### The **Designated Safeguarding Lead (DSL)** must:

- take the lead responsibility for safeguarding and child protection (including online safety);
- have the appropriate status and authority within the school to carry out the duties of the post;
- have in place a job description that explicitly outlines the role;
- be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters;
- take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children;



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- work closely with the **Deputy Designated Safeguarding Lead (DDSL)**

### 5.1 Ethos and Learning Environment

- 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;
- establish an environment where children feel safe to talk and a culture where school personnel listen to children

### 5.2 Manage referrals

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required

### 5.3 Work with others

- work closely with the Headteacher, deputy designated safeguarding lead and the nominated Committee Member;
- act as a point of contact with the three safeguarding partners;
- liaise with the Headteacher to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff

### 5.4 Safeguarding Training

- be trained in child protection policy procedures and will renew training every two years in order to:



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- 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
- 
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
  - ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
  - be alert to the specific needs of children in need, those with special educational needs and young carers;
  - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
  - understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
  - keep detailed, accurate, secure written records of concerns and referrals;
  - understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
  - understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
  - recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
  - obtain access to resources and attend any relevant or refresher training courses; and
  - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

### 5.5 Raise Awareness

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with The Committee or proprietors regarding this;



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- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- ensure school personnel and Committee Members read and aware of the following documents:
  - Safeguarding and Child Protection Policy
  - Keeping Children Safe in Education (2021) (Part One)
  - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (2018)
  - Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, The Committee and Proprietors of Independent Schools (DfE)
  - What to do if you're worried a child is being abused 2015 (HM Government)
  - School Personnel Code of Conduct
  - Pupil Behaviour and Discipline Policy
  - Children Missing Education Policy
  - All other Safeguarding policies
- ensure school personnel and Committee Members sign a declaration that they have read the above documents;
- keep all school personnel up to date with any changes to procedures;
- ensure new and part time staff have access to and understand this policy and procedures

### 5.6 Special Educational Needs

- be alert to the specific needs of children in need, those with special educational needs and young carers;
- be aware that Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
  - being more prone to peer group isolation than other children;
  - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
  - communication barriers and difficulties in overcoming these barriers



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- provide extra pastoral support for children with SEN and disabilities;

### 5.7 Peer - on - Peer Abuse

- deal with all incidents of peer-on-peer abuse by:
  - investigating the incident;
  - meeting with the appropriate school personnel;
  - meeting with the pupils involved;
  - meeting with parents;
  - providing support for both victims and perpetrators;
  - making a record of all incidents;
  - ensure school personnel deal with safeguarding through activities and opportunities in PSHE/Citizenship will equip the children with the necessary skills and awareness to stay safe from abuse

### 5.8 Sexting

- 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
- 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;
- work with the PSHE coordinator to ensure sexting becomes an important topic for discussion with pupils

### 5.9 Female Genital Mutilation

- 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;
- ensure all school personnel are trained to recognise the symptoms of FGM;
- ensure that all concerns regarding FGM and vulnerability to radicalisation are reported

### 5.10 Honour-based Violence





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- raise awareness of honour-based violence;
- ensure all school personnel are trained to recognise the symptoms of honour-based violence

### **5.11 Child Protection Procedures**

- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- take into 'account the child's wishes and feelings when determining what action to take and what services to provide';
- 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;
- regularly review and monitor the list of vulnerable pupils and especially those who received early help;
- 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;
- investigate and deal with all cases of suspected or actual problems associated with child protection;

### **5.12 Case Conferences and Core Group Meetings**

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

### **5.13 Contextual Safeguarding**

- consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare when undertaking social care assessments;

### **5.14 Referrals**

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- take appropriate action if a child's situation does not improve after a referral has been made by pressing for re-consideration;
- record all child protection referrals;



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- co-ordinate action within the school;
- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;

### 5.15 Child Protection File

- ensure an up to date child protection file is in place in order to make it easier to record and share information when required;
- ensure all child protection records are regarded as confidential and will be kept in a secure place;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary;
- have in place a child protection file that is sub-divided into the following sections:

Administration:

➤ A personal record of each pupil in the file:

- Name
- Date of birth
- Home Address
- Telephone numbers
- Names of parents / carers
- Siblings
- GP contact details
- Outside agency involvement:
  - ✓ Health
  - ✓ Ed. Psych.
  - ✓ EWO
  - ✓ Social worker etc



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➤ Chronology of events with the most recent at the top.

Internal Information

- Attendance
- School concern forms
- Notes of school meetings
- Notes of conversations with parents

External Information

- Record of phone calls
- Record of emails
- Referral forms etc
- Record of multi-agency meetings plus notes and all formal documents
- Record of the transfer of child protection files when a pupil leaves to join another school by recording the following:

Date of Transfer	Child's Name	D.o.B.	Means of Transfer			Destination	Records received by
			Electronically	Special/Recorded Delivery	Direct Handover		

Legal documentation

- ensure that when a pupil leaves the school that their child protection file is transferred to the new school as soon as possible;
- transfer the child protection file separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained;
- ensure the Designated Safeguarding Lead and SENCOs in the receiving school are made aware of the child protection file;
- must consider if it would be appropriate to share any information with the new school in advance of a child leaving (For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives)

### 5.16 Support



- ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence;
- ensure school personnel and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling;

### **5.17 Fostering**

- inform a family of a child who we suspect is being privately fostered that it is their duty to inform the local authority of the private fostering arrangements;

### **5.18 Radicalisation**

- raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism;

### **5.19 Transition**

- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;

### **5.20 Pupils Transferring to another School**

- ensure the following procedures will take place if a pupil, on the child protection register, transfers to another school:
  - To contact the case social worker.
  - To pass on to the Designated Safeguarding Lead at the receiving school child protection records only if that school is in the same local authority.
  - To ensure that if a child is moving to another local authority, then information will only be passed on with outline details of case conferences but not minutes of conferences.

### **5.21 Availability**

- always be available in person or via phone or Skype or other such media is acceptable during term time to discuss any safeguarding concerns with school personnel;
- arrange adequate and appropriate cover arrangements for any out of hours/out of term activities;





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Termly Reports to the Committee												
Annual Report to the Committee												
Update pupil child protection files												
Transition of pupils												
Pass on pupil child protection files to next phase												
End of year report												

### 5.23 Reporting to the Committee

- provide a report each term to the Committee;
- provide a statutory annual report to the Committee under the following headings:

Date of report and period covered	
Name of report author	
Date when presented to Committee Members	
Name of Designated Safeguarding Leader	
Name of Deputy Designated Safeguarding Leader	
Feedback from previous report	
Training record of all school personnel	
Record of the effectiveness of the training	
Review and updates of Safeguarding policies Part 1 - 4	
Review and updates of all associated safeguarding policies	
Safeguarding policies highlight issues and concerns	
Number of referrals made:	
▪ Physical abuse	
▪ Emotional abuse	
▪ Sexual abuse	
▪ Neglect	
▪ Child sexual exploitation	
▪ Prevent/Channel referrals	
▪ FGM referrals	
▪ Children missing education	
Initial Child Protection Conferences - Number of	
Professionals strategy meetings - Number of	
Child Protection Review Conferences - Number of	
Core Group meetings - Number of	
Common Assessment Framework - Number of	



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Pupils subject to a Child Protection Plan - Number of	
Children in Public Care - Number of	
Allegations made against school personnel - Number of	
Single Central Record – additions, compliancy and up to date	
Safeguarding issues and concerns	
Impact of any new legislation and guidance	
Safeguarding procedures – issues and concerns	

### 6.0 Role of the Safeguarding Partners

We are aware that the Local Safeguarding Boards have been replaced by three safeguarding partners namely:

- The local authority
- A clinical commissioning group
- The chief officer for police

‘The three safeguarding partners should make arrangements to allow all schools (including multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way.’ (KCSIE)

### 7.0 Role of the Local Authority Designated Officer

The Local Authority Designated Officer will:

- ensure safeguarding procedures are correctly applied and implemented throughout the local authority;
- provide advice, information and guidance to personnel in the local authority;
- provide advice, information and guidance to families in the local authority;
- be responsible for updating the local authority policy for safeguarding and child protection;
- provide training and meet the training needs of schools and other organisations;
- work closely with Social Services, the Police, Health professional and all other agencies;
- be the key link to Social Services or the Police during and following formal investigations;
- monitor the progress of cases to ensure that they following the appropriate procedures;
- keep up to date with all changes in legislation





## 8.0 Role of School Personnel and Volunteers

School Personnel will:

### 8.1 Designated Safeguarding Lead(s)

- be aware of the following names:
  - Designated Safeguarding Lead
  - Deputy Designated Safeguarding Lead
  - Second Deputy Designated Safeguarding Lead
  - Nominated Committee Member for Safeguarding
  - Chair of Committee Members: Person to contact regarding concerns about the Headteacher
  - Local Authority Designated Officer
- understand the roles of all of the above;
- be aware of the following telephone number:
  - Social Services Referrals
  - Out of Hours Social Services
  - Police
  - NSPCC Whistle-blowing Helpline

### 8.2 Safeguarding and Child Protection

- recognise that safeguarding and child protection is their main responsibility and will 'always act in the best interests of the child';
- read Part One of 'Keeping Children Safe in Education';
- provide a safe school and classroom environment in which children can learn, and ensure pupils:
  - feel safe and protected;
  - feel safe to talk and where school personnel listen to children;
  - 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;



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- are kept informed of any actions that have been taken when they have raised a complaint;
  - feel safe from discrimination and bullying;
  - are made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
  - 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 personnel handbook and training;

### 8.3 Relevant Documents

- read and be aware of the following documents:
  - Safeguarding and Child Protection Policy
  - Keeping Children Safe in Education (2021) (Part One)
  - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (2018)
  - Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, The Committee and Proprietors of Independent Schools (DfE)
  - What to do if you're worried a child is being abused 2015 (HM Government)
  - School Personnel Code of Conduct
  - Pupil Behaviour and Discipline Policy
  - Children Missing Education Policy
  - All other Safeguarding policies

### 8.4 Referrals

- remember to make a written record of all verbal conversations;
- make a referral to children's social care or to the police if a child is in immediate danger or at risk of harm and then record the verbal conversation in writing;
- then inform the designated safeguarding lead that a referral has been made;
- maintain an attitude of 'it could happen here' where safeguarding is concerned';
- 'identify concerns early, provide help for children, and prevent concerns from escalating';
- speak with the designated safeguarding lead if they are unsure and then record the verbal conversation in writing;



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### 8.5 Contextual Safeguarding

- provide as much background information as possible when assisting with a pupil's social care assessment;

### 8.6 Reporting Concerns

- undertake the following procedure if a pupil makes a disclosure to them:
  - Listen to the pupil
  - Remain calm
  - Offer reassurance
  - Do not ask the pupil to remove or adjust clothing if bruises are observed
  - Do not ask leading questions
  - Let the pupil speak freely
  - Accept what has been told them without challenge
  - Do 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
  - Do 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
- undertake the following procedure if they suspect a child may be a victim of abuse:
  - Record accurately and factually what they have seen in note form;
  - Submit a completed critical incident sheet to the Designated Safeguarding Lead;
- be aware that 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



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- Child's behaviour and attitude
  - Relationships and social skills
  - Appearance and presentation
  - Any known incidents in or outside school
  - School contact with parents/carers
- be aware that the Designated Safeguarding Lead will follow the following procedure if a parent makes a disclosure to school:
    - Meet with the parent taking down all details.
    - Assure the parent that the school will take the matter seriously.
    - Will inform the parent 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.

### 8.7 Recording Information

- record in writing any concern or incident in the following way:
  - Date
  - Time
  - Place
  - Nature of the concern
  - All facts
  - Observed injuries and bruises
  - Note the actual words of the child
  - Sign the notes and hand to the Designated Safeguarding Lead

### 8.8 Training

- undertake safeguarding and child protection training (including online safety) at induction which will be in line with advice from the local three safeguarding partners;
- attend regular awareness and update training on a wide range of safeguarding topics;
- be trained:
  - in identifying signs of harm and abuse;
  - to be aware of child sexual exploitation, radicalisation and extremism;
  - to be aware of the effects of abuse and neglect on children;
  - in responding to a child;
- receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required;
- contribute to and shape safeguarding arrangements and child protection policy;



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- attend appropriate training sessions on equality;

### 8.9 Reporting

- be aware of the online tool 'Reporting child abuse to your local council';
- know how to report any suspected case of harm or abuse;
- report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead;
- report to the Headteacher any concerns they may have about another member of staff;
- report to the Chair of Committee Members any concerns they may have about the Headteacher;
- report to the Senior Leadership Team any concerns they may have about poor or unsafe safeguarding practices and procedures or they may contact the NSPCC whistle blowing helpline;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community;

### 8.10 Female Genital Mutilation

- be trained to recognise the signs of FGM such as:
  - Difficulty walking, standing or sitting.
  - Spending longer in the bathroom or toilet.
  - Appearing withdrawn, anxious or depressed.
  - Displaying unusual behaviour after an absence from school or college.
  - Being particularly reluctant to undergo normal medical examinations.
  - Asking for help, but may not be explicit about the problem due to embarrassment or fear.
- report to the police and to the Designated Safeguarding Lead 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;
- report if they suspect that FGM has been carried out or whether they consider a girl may be at risk of FGM;
- be aware they face disciplinary procedures if they fail to comply with the mandatory duty;

### 8.11 Honour-based Violence

- be trained to recognise the symptoms of honour-based violence;
- report any concern about honour-based violence to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead;



### **8.12 Fostering**

- inform the Designated Safeguarding Lead of any child who they suspect is being privately fostered;

### **8.13 Radicalisation**

- report any concerns that they have about pupils who may be vulnerable to radicalisation;

### **8.14 Curriculum**

- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;

### **8.15 Disclosures**

- know what to do if a child makes a disclosure;
- ensure that no promise of confidentiality can be made to any child, but always act in the interests of a child;

### **8.16 Confidentiality**

- observe confidentiality at all times as the protection of the child is paramount;
- have a professional responsibility to share information with other professionals who are investigating a case;
- ensure that when confiding information to a member of staff a child is made aware that for their own sake this information cannot be kept secret;
- reassure a child that the information will only be shared with the designated teacher who will decide what will happen next;

### **8.17 Support and Counselling**

- receive support and counselling if they feel distressed from being involved with a case or incident;

### **8.18 Social Networking**

- be cautious when using social networking sites and must:



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- set their profile as private;
  - not allow access to pupils or parents/carers;
  - avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute;
- ensure that no contact can be made with pupils or parents/carers via telephone, text message, email or on social networking sites outside school hours;
  - ensure not to give personal details such as mobile and home telephone numbers, home or email address to any pupil or parent/carer;

### **8.19 Meetings and Conferences**

- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference;

### **8.20 Conduct**

- ensure that they conduct themselves correctly at all times and do not put themselves at risk;

### **8.21 Safer Recruitment**

- be aware of the Safer Recruitment processes and checks

## **9.0 Role of the First Day Contact Supervisor**

The First Day Contact Supervisor is responsible for:

- ensuring the safeguarding of pupils by establishing the whereabouts of all absent pupils by making contact with parents if the school has not been informed of their child's absence;
- implementing this policy with the Headteacher;
- ensuring the following procedure is carried out each day:
  - Collect registers once registration has been completed;
  - Monitor registers;
  - Listen to absence calls and text messages;
  - Read emails from parents;
  - Make a list of absence pupils without no explanation;





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- Double check the list before calling parents/carers to establish the whereabouts of absent pupils;
  - Contact parents/carers if they have not reported their child's absence by 10.00a.m;
  - If unable to make contact with parents/carers then call everyone on the contact list;
  - Leave voicemail and text messages in all cases;
  - Use school intelligence to establish any information about the unexplained absence;
  - Check if the absent pupil;
  - If still no contact with the parents/carers then repeat the calls;
  - Contact the key worker if a child is on the child protection register and no reason has been given for the child's absence;
  - If still no contact then send appropriate school personnel to the family home;
  - If no contact has been made even after visiting the family home of an absent pupil then inform children's services / the police;
  - Continue to contact the parents/carers throughout the day until contact is made;
  - Inform the Headteacher and the Designated Safeguarding Lead of the situation.
  - Keep a log of all actions.
- 
- keeping an up to date list of at least three emergency contact phone numbers for different adults associated with each pupil;
  - monitoring individual and class attendance on a daily basis;
  - keeping the Headteacher informed of attendance figures and trends;
  - organising meetings between the Headteacher and parents to discuss their child's poor attendance;
  - organising meetings between the Headteacher and parents to discuss their child's truancy;
  - organising meetings between the Headteacher and parents to discuss their application for a term time holiday;
  - compiling attendance data reports for the Headteacher, the Committee and the EWO;
  - ensuring registers are distributed to the teaching staff and are kept up to date

### 10.0 Role of the Data Protection Officer

The Data Protection Officer will:

- have expert knowledge of data protection law and practices;
- inform the school and school personnel about their obligations to comply with the Data Protection Act 2018;
- ensure data management is strengthened and unified;



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- monitor compliance with the Data Protection Act 2018 and other data protection laws;
- manage internal data protection activities;
- ensure risk and impact assessments are conducted in accordance with ICO guidance;
- report data breaches within 72 hours;
- ensure individuals have greater control over their personal data;
- ensure that prior to the processing of an individual's data that:
  - the process is in line with ICO guidance;
  - the process is transparent;
  - the individual will be notified;
  - the notification is written in a form that is understandable to children;
  - when sharing an individual's data to a third party outside of school that details for the sharing are clearly defined within the notifications
- share an individual's data where it is a legal requirement to provide such information;
- process all written subject access requests from individuals within 40 days of receiving them;
- have in place a formal contract or service level agreement with a chosen data processor who is Data Protection Act 2018 compliant;
- ensure the secure disposal of redundant data and IT hardware holding data in compliance with ICO guidance;
- train school personnel;
- conduct audits;
- be the first point of contact for supervisory authorities and for individuals whose data is processed;
- keep up to date documentation of all data protection activities;
- work closely with the Headteacher and nominated Committee Member;
- periodically report to the Headteacher and to the Committee;
- annually report to the Committee on the success and development of this policy

### 11.0 Role of the Curriculum Leader

The Curriculum Leader 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;
- ensure by monitoring that children 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;
- provide strategic leadership and direction;



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- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil's learning and teaching experiences and opportunities throughout the school;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place

### 12.0 Role of the E-Safety Coordinator

The coordinator will:

- be responsible for the day to day e-Safety issues;
- undertake an annual e-safety audit in order to establish compliance with local authority guidance;
- ensure that all Internet users are kept up to date with new guidance and procedures;
- have editorial responsibility of the school Web site and will ensure that content is accurate and appropriate;
- ensure regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable;
- undertake risk assessments in order to reduce Internet misuse;
- maintains a log of all e-Safety incidents;
- reports all e-Safety incidents to the Headteacher;
- ensure e-Safety is embedded in all aspects of the curriculum and other school activities;
- organise e-Safety workshops for parents/carers in order to:
  - increase their understanding of the internet;
  - discuss the serious safeguarding issues and risks for children online and how to keep them safe;
- coordinate short e-Safety presentations developed by pupils that they will present at school events;
- regularly update the school website with e-safety information for parents;



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- send e-safety text messages to parents every term;
- write a brief account of e-Safety in regular newsletters;
- develop a progressive internet safety curriculum for the whole school;
- ensure all new school personnel are aware of and sign the Acceptable Use Agreement;
- ensure all pupils understand the Online Acceptable Use Agreement before signing;
- ensure all parents are aware of and sign the Acceptable Use Agreement;
- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated Committee Member;
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Committee on the success and development of this policy

### 12.0 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

### 13.0 Role of the School Council

Every year the School Council 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?



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- 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?

### 14.0 Role of Parents 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

Annually we will ask parents if:

- they have any concerns about the safety of their child when in school;
- they feel enough time is given for children to learn how to keep safe;
- they know who talk to if they have any concerns;
- they feel their views are listened to and acted upon

Parents will be invited to attend safeguarding awareness workshops when their children join the school, annually or when the need arises. In regard to sexual abuse parents will be advised to:

- be aware that the most common form of abuse comes from within the family and it can come from someone who is well-known and trusted in the community;
- talk to their children about sexual abuse in the same way they teach their children about bad behaviour;
- introduce the subject by saying, "I need to talk to you about something which is very important to me";
- approach conversation in the same way they would teach their children how to play with others and explain where it is correct to touch people;
- not leave it up to teachers to speak to their children about it;
- have simple conversations with their children from the age of five right through to adulthood;
- use opportunities such as at bath-time, walking home from school or in the car to have the first talk;



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- avoid scary words so as not to frighten them but to tell them that their body belongs to them, and that they can say no if someone tries to touch them;
- talk to their children about the difference between good and bad secrets;
- introduce their children to the NSPCC's Talk Pants campaign which does not mention sex or abuse but makes a scary message easier to talk about;
- access Talk Pants online and to use bed-time stories to tackle this delicate and very important topic

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

### 15.0 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.

### 16.0 Training

Training organised by the local authority will take place for school personnel, volunteer helpers and Committee Members:

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

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:

- |   |  |
|---|--|
| <input type="checkbox"/> All aspects of this policy             | <input type="checkbox"/> Child Sexual Exploitation               |
| <input type="checkbox"/> School Personnel Code of Conduct       | <input type="checkbox"/> Radicalisation and Extremism            |
| <input type="checkbox"/> Keeping Children Safe                  | <input type="checkbox"/> Listening to Pupils                     |
| <input type="checkbox"/> Working Together to Safeguard Children | <input type="checkbox"/> The Safe Use of the Internet and Social |



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- |  |  |
|--|--|
| <input type="checkbox"/> Female Genital Mutilation                           | <input type="checkbox"/> Media               |
| <input type="checkbox"/> Prevent Awareness                                   | <input type="checkbox"/> Equal opportunities |
| <input type="checkbox"/> Safeguarding pupils who are vulnerable to extremism | <input type="checkbox"/> Inclusion           |

All school personnel must undertake appropriate annual renewal training in:

- Child protection issues
- Restraint training
- Recognising signs of abuse
- Handling disclosures

All school personnel must attend additional awareness training in the following:

- What to do if a child is being abused
- Peer-on-Peer abuse
- Honour-based violence
- Understanding and knowing how to overcome the additional safeguarding vulnerabilities of learners with SEN and disabilities

We:

- have in place appropriate training for all safeguarding policies that is undertaken by a registered training provider;
- ensure all school personnel have received the appropriate training on all safeguarding policies;
- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
- have in place evidence for all staff:
  - that highlights the knowledge gaps in the training;
  - that shows how those knowledge gaps were corrected

### 17.0 Raising Awareness of this Policy

We will raise awareness of this policy via:





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- the School Handbook/Prospectus
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Committee;
- Information displays in the main school entrance;
- Text messages
- Email
- Social media:
  - Facebook
  - Twitter
  - Virtual pin boards
  - School blog

### 18.0 Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### 19.0 Race Disparity Audit

We acknowledge the findings of the **Race Disparity Audit** that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

### 20.0 Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated Committee Member.



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A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Committee for further discussion and endorsement.

### 21.0 See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

We believe this policy:

- has been reviewed thoroughly by the safeguarding Committee Member and the Designated Safeguarding Lead has been questioned on it to make sure it stands up to scrutiny;
- flows and is easy to follow;
- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings;
- has been received by all school personnel via appropriate safeguarding training;
- is provided to all school personnel and a hard copy can be found in the staffroom reference library

<b>Headteacher:</b>	Natalie Redmond	<b>Date:</b>	05/09/2021
<b>Chair of Committee:</b>	Tammy Goddard	<b>Date:</b>	05/09/2021