



THE HOLT SCHOOL

SAFEGUARDING POLICY

September 2018

Version	DATE	DESCRIPTION
1	June 2016	Annual review
2	November 2016	To incorporate updated guidance produced by the DfE
3	June 2017	Annual review
4	June 2018	Annual Review
5	September 2018	New guidance received on Keeping Children Safe in Education. Policy revised to implement these changes

Reviewed	September 2018
Responsibility	Ms K Royle
Committee	Standards & Curriculum
Review Date	September 2019

WHOLE SCHOOL POLICY– SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE

The Holt School recognises its responsibilities for safeguarding children and protecting them from harm.

This Safeguarding Policy will be reviewed by the Curriculum and Standards Committee of the Governing Body.

Role	Name	Contact Details
Designated Governor for Safeguarding and Looked after Children	Fiona Cross	
Designated Safeguarding Lead	Kate Royle	
Deputy Designated Safeguarding Lead	Kay Maynard	
	Email; LADO@wokingham.gov.uk	
LA Designated Safeguarding Officer	Triage@wokingham.gcsx.gov.uk	0118 974 6141
Referral and Assessment Team – WBC Social Care	Email: Wokingham Safeguarding Children Board Development Manager wscb@wokingham.gov.uk	0118 908 8002
Local Safeguarding Children Boards (LSCBs)		http://www.wokinghamlscb.org.uk/
ARC Information and Counselling Service	35 Reading Road Wokingham Berkshire RG41 1EG	www.arcweb.org.uk

All parents/carers are made aware of the school's responsibilities in regard to safeguarding procedures through publication of the school's safeguarding policy on the school's website and a letter that is sent to parents in September. Reference will be made to the policy in the school prospectus and a copy can be obtained from the school office.

CONTENTS

Section

1	Introduction	3
1.1	School Commitment	3
1.2	Duties	4
2	School Responsibilities	5
2.1	Role and Responsibilities of Senior and Deputy Designated persons	6
2.1.1	Referrals	6
2.1.2	Raising Awareness	6
2.1.3	Training	7
3	Role and Responsibilities of Co-Headteachers	8
4	Role and Responsibilities of Governing Body	8
5	Identifying Concerns	9
6	Confidentiality	9
7	Records and Monitoring	10
8	Supporting Children	10
9	Recruitment	11
10	Volunteers	11
11	Safe Staff	11
12	Conduct of Staff	11
13	Supporting Staff	12
14	Photographing Children	12
15	Before and After School Activities and Contracted Services	13
16	Links to other School Policies	13
17	Specific Safeguarding Issues	14
18	Link to Other School Policies	14

1 Introduction

What is the difference between Safeguarding and Child Protection?

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
 - preventing impairment of children's and learners' health or development;
 - ensuring children are growing up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes
- (From Working together to Safeguard Children 2018 see:

[Working together to safeguard children pdf 2018](#) Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

There are six main elements to the school's policy:

- ensuring the school practise safe recruitment in checking the suitability of staff and volunteers to work with children;
- raising awareness of safeguarding children and child protection;
- equipping children with the skills needed to keep them safe;
- developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- supporting pupils who have been abused in accordance with their child protection plan; and
- Establishing a safe environment in which children can learn and develop.

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school. All staff need to raise concerns through one of the Designated Safeguarding Leads in school.

1.1 School Commitment

The school is committed to creating and maintaining a safe learning environment for children and young people, through a culture of vigilance the school will identify where there are child welfare concerns and take action to address them, in partnership with other agencies. This policy reflects the policies of the Wokingham Safeguarding Children Boards (**WSCBs**) which are responsible for developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to:

- (i) the action to be taken where there are concerns about a child's safety or welfare, including thresholds for intervention;
- (ii) Training of persons who work with children or in services affecting the safety and welfare of children;
- (iii) recruitment and supervision of persons who work with children;
- (iv) investigation of allegations concerning persons who work with children;
- (v) safety and welfare of children who are privately fostered; and
- (vi) co-operation with neighbouring children's services authorities and their Board partners (see page 1 for contact details).

The school will also contribute through the curriculum by developing children's understanding and awareness and promoting their resilience by providing a safe environment within schools.

To create this safe environment, the school has certain statutory duties and responsibilities set out within:

- The Education Act, 2002, HM Guidance;
- Working Together to Safeguard Children, September 2018 (for reference see 1 above); and Keeping Children Safe in Education 2018
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

These duties are listed below:

1.2 Duties

To provide a safe environment the Governing Body, Co-Headteachers and the Senior Leadership Team of the school will:

- ensure that everyone from the Designated Safeguarding Governor to the Designated Safeguarding Leads and all members of the school community have appropriate safeguards and supports in place should they choose to raise safeguarding issues, however surprising these may be;
- cultivate an ethos within the school community where all adults feel confident, competent, comfortable and supported to draw safeguarding issues to the attention of the Co-Headteachers, the Designated Safeguarding Leads or the Designated Safeguarding Governor and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children;
- establish and maintain an environment where pupils feel secure, are encouraged to talk and are listened to;
- ensure pupils know that there are adults in the school whom they can approach if they are worried;
- ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- ensure all adults working with pupils are aware of the role of the WSCB;
- include opportunities in the Personal, Social and Health Education (**PSHE**) curriculum for pupils to develop the skills they need to recognise and stay safe from abuse;
- take all reasonable measures to ensure risks of harm to children's welfare are minimised;
- take all appropriate actions to address concerns about the welfare of a pupil, working to local policies and procedures in full working partnership with agencies;
- ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- promote pupil health and safety;
- promote safe practice and challenge unsafe practice;
- ensure that procedures are in place to deal with allegations of abuse against staff and volunteers (see part 4 of Keeping Children Safe in Education Referenced above)
- put in place and promote robust anti-bullying strategies, including cyber bullying, racist and homophobic;
- meet the health needs of children with medical conditions;
- provide first aid;
- maximise school security;
- tackle drugs and substance misuse;

- provide support and planning for young people in custody and their resettlement back into the community; and
- work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence/knife crime in the community.

2 School Responsibilities

The school will identify harm and maintain safety by:

- everybody having a duty to safeguard children inside and outside the school environment including school trips, extended schools, activities and vocational placements;
- all staff, existing and newly appointed, will be required to read at least Part One of Keeping Children Safe in Education (referenced at 1.1 above), a copy of which will be supplied to staff;
- involving parents and providing advice/guidance regarding safeguarding;
- maintaining a child focus and listening to children;
- recognising signs of concern, especially with children who may be more vulnerable e.g. SEND pupils and looked after children;
- documenting and collating information on individual children to support early identification, referral and actions to safeguard;
- taking appropriate actions to address concerns about a child's welfare in partnership with other organisations and safeguarding agencies;
- informing all staff and volunteers who the Designated Safeguarding Leads are in school; and
- providing PSHE which will include raising awareness with children in what are and are not acceptable behaviours.

PSHE input will provide opportunities for children and young people to learn how to keep themselves safe, for example, by:

- the availability of advice and support in their local area and online;
- recognising and managing risks in different situations, including on the internet;
- judging what kind of physical contact is acceptable and unacceptable;
- recognising when pressure from others, including people they know, threatens their personal safety and well-being (for example referring to the Prevent Strategy, safer internet use, sexting, child sexual exploitation, forced marriages and female genital mutilation)
- developing effective ways of resisting pressure;
- developing healthy relationships, including awareness of unhealthy relationships where domestic violence, bullying and abuse occur; and
- Emphasising their personal safety and highlighting the risks of running away.

2.1 The roles and responsibilities of the Designated Safeguarding Leads

A member of the School's Leadership Team will be assigned the role of Designated Safeguarding Lead for safeguarding children.

The Deputy Designated Safeguarding Leads will provide additional support to ensure the responsibilities for safeguarding children are fully embedded within the school ethos and that specific duties are discharged. This will entail supporting the Designated Safeguarding Lead in dealing with referrals, attending Case Conferences and supporting the child/children.

The school acknowledges the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. The Designated Safeguarding Lead will ensure a structured procedure within the school, which will be followed in cases of suspected abuse.

The Designated Safeguarding Lead and the Deputy Designated Lead are responsible for the following:

2.1.1 Referrals

- Referring cases of suspected abuse or allegations to the relevant investigating agencies. Concerns about a pupil not involving allegations of abuse by a member of staff should be referred to the WBC Duty and Triage Team at WBC Social Care (see page 1 for contact details).
- The Senior Designated Person is not responsible for dealing with allegations made against members of staff. This is the responsibility of the Co-Headteachers who will inform the LA Local Authority Designated Officer (**LADO**).
- Acting as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.
- Liaising with the Co-Headteachers (where the Senior Designated Lead role is not carried out by the Co-Headteachers) to inform them of any issues and ongoing investigations. The Senior Designated Lead will ensure there is always cover for this role.
- Ensuring that a systematic means of monitoring children known or thought to be at risk of harm, is in place and that the school contributes to assessments of need and supports multi agency plans for those children.

2.1.2 Raising Awareness

- Working with the governing body to ensure that the School's Safeguarding Policy is updated and reviewed annually.
- Ensuring that, in order to avoid conflict later, parents are aware that referrals may be made and of the role of the School.
- Ensuring that when children leave the school, their Child Protection File is discussed as soon as possible with the Senior Designated Lead at the new school.
- Making sure that the Child Protection File is transferred separately from the main pupil file. It should be posted recorded delivery to the Senior Designated Lead at the new school, unless the pupil is leaving year 11 to go to a further education setting, in which case the file should be retained by the current school for a period stipulated in current statutory guidance.
- Where the new school is not known, alerting the Education Welfare Officer at Wokingham Borough Council (**WBC**) so that the child's name can be included on the data base for missing students. Further information can be found in Children Missing Education referenced in section 17.

Cascading safeguarding advice and guidance issued by the WSCB

<http://www.wokinghamlscb.org.uk/>.

2.1.3 Training

The Designated Safeguarding Lead and the Deputy Safeguarding Designated Lead will attend an initial DSL Child Protection training and refresher training every two years in order to:

- recognise how to identify signs of abuse and when it is appropriate to make a referral; and have a working knowledge of: WSCB Levels of Need and Intervention Thresholds Document; how to make a referral to Wokingham Borough Council Referral and Assessment Team and what to include; how a child protection case conference is conducted, how to provide a report and be able to attend and contribute effectively to these when required to do so; how to keep detailed, accurate and secure written records of referrals/concerns.

The Designated Safeguarding Lead will ensure staff receive appropriate safeguarding training, if necessary from an external provider.

The designated governor for safeguarding will also attend the external DSL training every two years. The remaining governors will undergo training on safeguarding every year led by the Designated Safeguarding Lead. All new governors will undergo this training at part of their initial induction.

All staff will be expected to undergo induction training on safeguarding and refresher training every three years, to enable them to fulfil their safeguarding responsibilities effectively.

All new staff and volunteers, especially new or part-time staff who may work with different educational settings, will receive safeguarding training within one week of starting work and will be instructed to read at least Part One of Keeping Children Safe In Education (see reference in part 1.1 above) alongside the staff code of conduct.

This induction training will ensure that staff:

- have an overview of the organisation;
- understand its purpose, values, services and structure;
- are able to recognise/identify signs of abuse which may include:
 - significant changes in children's behaviour;
 - deterioration in children's general well-being;
 - unexplained bruising, marks or signs of possible abuse or neglect;
 - children's comments which give cause for concern;
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home;
 - inappropriate behaviour displayed by other members of staff, or any other person working with the children(for example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities);
 - concerns over inappropriate sharing of images;
 - concerns over forced marriage or female genital mutilation; and
 - concerns over extremism and radicalisation.
 - Concerns over sexual violence and sexual harassment between peers.
- know that they must report any concerns immediately they arise;
- understand confidentiality issues; and
- know they must report any concerns about a member of staff's conduct towards a pupil to the Co-Headteachers.

In addition to the induction and refresher training outlined above, staff will receive bulletins either via email or staff meetings reminding them of safeguarding issues, policy, practice and procedure.

3 Roles and Responsibilities of the Co-Headteachers

The Co-Headteachers will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff so that everyone knows what to do if concerned about a child;

- sufficient resources and time are allocated to enable the Senior and Deputy Designated Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies;
- they personally and other senior leaders undertake safer recruitment training in order to comply with the statutory requirement to have a trained person on every recruitment panel.
- allegations against a member of staff are investigated and referred to the LADO if appropriate.

4 Roles and Responsibilities of the Governing Body

The Governing Body is collectively responsible for the school's safeguarding arrangements,

The Governing Body will ensure that:

- safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices;
- sufficient Governors are trained in safer recruitment practices that appointments to the senior leadership team can be adequately supported;
- the school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored;
- there are policies and procedures in place for dealing with complaints and/or allegations against staff and any subsequent staff disciplinary hearings;
- there is a Designated Safeguarding Governor to champion safeguarding issues within the school, to liaise with the Designated Safeguarding Lead, who will provide information and reports to the Governing Body.
- the Co-Headteachers, and all staff who work with children, will undertake safeguarding training, which is included in the induction programme for new staff as a minimum and a refresher training course every three years;
- the Designated Safeguarding Leads are trained and attend a one-day refresher course every two years;
- temporary staff, volunteers and other regular visitors to the school who work with children are made aware of the school's arrangements for safeguarding and their responsibilities and have an appropriate DBS check; and
- all new Governors have an Enhanced DBS and Barring list check

The Designated Safeguarding Governor will undertake initial half a day safeguarding training and refresher training annually. All Governors will undertake safeguarding training with the Designated Safeguarding Lead every two years.

Allegations of abuse made against the Co-Headteachers are reported to the Chair or Vice Chair of Governors, and referred to the LADO.

5 Identifying Concerns

All members of staff, volunteers and Governors must know how to identify and respond to safeguarding or child protection concerns whether they are the result of a direct disclosure or not.

Where a pupil discloses abuse, all members of staff, volunteers and Governors must be familiar with procedures to be followed as below:

If a pupil chooses to tell someone in school about alleged abuse, that person will support the pupil as follows:

- establish the key facts in language that the child understands, using the child's words;
- clarify that no promises will be made to the child e.g. to keep secrets and inform the child that this information will now have to be passed on;
- stay calm and be available to listen with the utmost care to what the child is saying;
- question normally, without pressurising, using only open questions **(NB leading questions should be avoided, particularly if it is believed a crime may have been committed any questioning should be limited to establishing whether immediate protection is required and the next course of action to be taken);**
- avoid putting words into the child's mouth but note the main points carefully;
- re-assure the child that they were right to inform you;
- write a full record – signed, dated, timed - of what the child did, said etc.; and
- immediately inform the Senior or Deputy Designated Lead unless the disclosure has been made to them, following agreed procedures and referrals as appropriate.

6 Confidentiality

While it is recognised that all matters relating to safeguarding individual pupils are confidential, a member of staff, governor or volunteer, if confided in by a pupil, must never guarantee confidentiality to that student.

Where there is a Child Protection concern it will be passed immediately to the Designated Safeguarding Lead who will contact the Referral and Assessment Team (see page 1 for contact details).

The parents of the pupil should be informed immediately unless it is felt that this would not be in the best interests of the child and would place them at further risk or where it is believed a crime may have been committed.

The Designated Safeguarding Leads will disclose personal information about a pupil, including the level of involvement of other agencies, to other members of staff only on a 'need to know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. Guidance on information sharing can be found at:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

7 Records and Monitoring

Any concerns about a pupil will be recorded in writing within 24 hours but preferably on the same day. All records must provide a factual, evidence-based account. Accurate recording of actions should be made. Records will be signed, dated and where appropriate witnessed.

Hard copies of records or reports relating to Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. The main pupil file will have a red sticker to denote the existence of a separate file. The school may hold some electronic records, for example, a record of concern log or the multi-agency referral form or a central list of those pupils who have a child protection plan in place. Authorisation to access these electronic records will be controlled by the Designated Safeguarding Lead.

The school will keep written records of concerns about pupils, even where there is no need to refer the matter immediately. These records will be kept within the separate confidential file or secure electronic file.

Records will be kept up to date and reviewed regularly. Original notes will be retained as evidence if there are criminal proceedings arising from current or historical allegations of abuse or neglect.

Timely and accurate recording will take place when there are any issues regarding a pupil. A record of each and every episode/incident/concern/activity regarding that pupil, including telephone calls to other professionals, needs to be recorded in chronological order and kept within the confidential file for that pupil. Support and advice will be sought from Social Care or the LADO, whenever necessary.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe, this includes allowing practitioners to share information without consent.

8 Supporting children

The school recognises that the school plays a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults, supportive friends and an ethos of protection. The school recognises that children who are abused or witness violence may feel helplessness, humiliation and some sense of blame and that their behaviour may be challenging or defiant, or they may be withdrawn. Peer to peer abuse takes different forms and should never be tolerated or passed off as “banter” or “part of growing up”.

The school appreciates it may be the only stable, secure and predictable element in the lives of children at risk.

The school will endeavour to support its pupils through:

- working to establish and maintain an ethos where pupils feel secure and are encouraged to talk and are always listened to;
- ensuring that all pupils know there is an adult in the school whom they can approach if they are worried or in difficulty such as their tutor, Head of Year, student support or their favourite teacher, this could also include the opportunity for 1:1 nurture work with a counsellor, our behaviour support worker or our learning support specialist for nurturing;
- regular consultation with pupils e.g. academic mentoring, HOY one to one meetings, daily tutor interaction in registration;
- including safeguarding across the curriculum, including PSHE, opportunities which equip pupils with the skills they need to stay safe from harm and to know to whom they should turn for help;
- liaising with other agencies that support the students, such as Social Care, Foundry College and the Education Psychology Service;
- ensuring all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks;
- implementation of the school Behaviour for Learning policy, but showing compassion to those who are vulnerable (the school will ensure that the pupils know that some behaviour is unacceptable but they are nonetheless valued and are not to be blamed for any abuse which has occurred);
- ensuring that, where a pupil subject to a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed; and

- where a pupil is educated, either fully or partially, in another establishment, ensuring that it is compliant with safeguarding legislation and has appropriate policies in place (as the pupil's home school, the school will take responsibility for leading on child protection issues, even if initially disclosed elsewhere, unless it is not in the student's best interests).

9 Recruitment

In order to ensure that children are protected whilst at this school, the school will ensure that staff and volunteers are carefully selected, screened, trained and supervised.

The school accepts that it is its responsibility to follow the guidance set out in Part Three of Keeping Children Safe in Education (2018) (see reference in 1.1 above).

10 Volunteers

The school understands that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, are expected to follow the policies and procedures in the same way as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period unsupervised then they will have an enhanced DBS check and a barred list check checked to ensure their suitability to work with children.

11 Staff Allegations

Checks will be undertaken corresponding to the Keeping Children Safe in Education (2018) guidelines on all adults working in the school to establish their suitability to work with children. Records of these checks will be kept in accordance with Part 3 of Keeping Children Safe in Education 2018 (see reference in 1.1 above).

All school staff will take care not to place themselves in a vulnerable position with a pupil. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

If an allegation is made against another member of staff, the member of staff receiving the allegation will immediately inform the Co-Headteachers, or the most senior teacher if the Co-Headteachers are not present and they will then consult with the LADO.

Allegations against the Co-Headteachers are reported to the Chair or Vice Chair of Governors and referred to the LADO– (see page 1 for contact details).

12 Conduct of Staff

The school has a duty to ensure that professional behaviour applies to relationships between staff and pupils, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. Reference is to be made to the School's Staff Code of Conduct.

At all times, members of staff are required to work in a professional way with pupils. All staff should be aware of the dangers inherent in:

- working alone with a child;
- physical interventions;
- cultural and gender stereotyping;
- dealing with sensitive information;
- giving to, and receiving gifts from, children and parents;
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites;
- disclosing personal details inappropriately;
- meeting pupils outside school hours or school duties; and
- making inappropriate sexual comments; excessive one to one attention beyond the normal requirements of the role; or inappropriate sharing of images.

If any member of staff has reasonable suspicion that a pupil is suffering harm, and fails to act in accordance with this policy and WSCB procedures, this will be viewed as misconduct, and appropriate action will be taken.

All members of staff need to sign the Staff Code of Conduct when they start employment at The Holt. Current staff also need to have signed to say they have read the Staff Code of Conduct.

13 Supporting staff

The school recognises that staff working in the school who have become involved with a child who has suffered harm, or who appears likely to suffer harm, may find this situation stressful and upsetting.

The school will support such staff by providing an opportunity to talk through anxieties with the Senior or Deputy Designated Leads and to seek further support, if necessary.

The Senior and Deputy Designated Leads and the Co-Headteachers can seek personal support through ARC counselling services-see page 1 for contact details, or other appropriate counselling services.

Staff will have access to Keeping Children Safe in Education 2018 (see reference at 1.1 above) And 'What to do if you're worried a child is being abused' March 2015

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

This provides advice on the boundaries of appropriate behaviour and the circumstances that should be avoided in order to limit complaints against staff of the abuse of trust and/or allegations of abuse.

14 Images of Young People

Staff and Volunteers

Staff and volunteers must make sure they have checked the list of pupils who have opted out of giving consent to having their photograph taken. Appropriate photographs can be taken of pupils and need to be stored on the school network. They must not be held on mobile devices or cameras that do not belong to the school.

Parents or Members of the Public

The school understands that parents like to take photos of or video record their children in the school production, or at sports day, or school presentations. This is a normal part of family life, and the school will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this (e.g. the use of a flash when taking photos could distract or dazzle the child, causing an accident), the school will encourage parents to use film or settings on their camera that do not require flash.

The school will not allow other people including staff to photograph or film pupils during a school activity without parental permission. This includes the use of cameras on mobile phones or any other device.

The school will not allow images of pupils to be used on school websites, publicity, or press releases, including social networking sites, if parents have indicated this on the annual data checking sheet and we will not identify individual pupils by name.

The school cannot however be held accountable for the use of photographs or video footage taken by parents or members of the public at school functions where parental permission has been given.

15 Before and After School Activities and Contracted Services

Where the Governing Body transfers control or otherwise allows the use of school premises to external bodies (such as sports clubs) or service providers during or out of school hours, the school will ensure that these bodies or providers have appropriate safeguarding policies and procedures, and that there are arrangements in place to co-ordinate with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies or providers.

16 Concerns about safeguarding practices within the school

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff code of conduct and whistleblowing policies, should be in place for such concerns to be raised with the Senior Leadership Team.

17 Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools can be found on [NSPCC website](#).

Keeping Children Safe in Education 2018 identifies four types of child abuse. All school staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. The four categories defined in the document are: Physical abuse, Emotional abuse, Sexual abuse and Neglect. The full definitions can be found in [Part 1 page 13](#).

Further Guidance on specific safeguarding issues can be found in Part One of Keeping Children Safe in Education 2018, Annex A (see reference in 1.1). The following areas are covered: Children and the court system, Children missing from education, Children with family members

in prison, Child sexual exploitation, Child criminal exploitation, Domestic Abuse, Homelessness, So – called honour based violence, Preventing radicalisation, Peer on peer abuse, Sexual violence and sexual harassment between children in schools and colleges.

The following links provide information on other specific forms of abuse and safeguarding issues:

- [Bullying including cyberbullying](#)
- [Contextual Safeguarding](#)
- [Sexual violence and sexual harassment between children](#)
- [Relationship abuse](#)
- [Child internet safety including sexting](#)
- [Child Sexual Exploitation](#)
- [Trafficking](#)
- [Female Genital Mutilation](#)
- [Child abuse linked to faith or belief](#)
- [So called 'Honour based' Violence](#)
- [Preventing radicalisation](#)
- [Criminal Exploitation of Children and Vulnerable Adults including County Lines](#)
- [Gangs and youth violence](#)
- [Drugs](#)
- [Domestic violence](#)
- [Children missing from education](#)
- [Missing children and adults](#)
- [Private fostering](#)
- [Fabricated or induced illness](#)
- [gender-based violence/violence against women and girls hate](#)
- [Mental health](#)

18 Links to other School policies

This Policy will be read in conjunction with other policies regarding the safety and welfare of children listed below. These together make up the suite of policies to safeguard and promote the welfare of children in this school.

- Attendance
- Behaviour for Learning Policy
- Code of Conduct Policy
- Disclosure and Barring Service checks
- Drugs and Substance Misuse
- Educational visits
- Equality
- First Aid
- Health and safety (pupils)
- Intimate care
- Meeting the needs of pupils with medical conditions
- Physical intervention
- School security
- Safer Recruitment
- Visitors
- Whistleblowing Policy