



Hanwell Fields Community School

DATE: JULY 2016
Amend to: 5TH SEPTEMBER 2016

Date of last central office review:	July 2016 (Amend to Sept.'16)	Review Period:	1 year
Date of next central office review:	September 2017	Owner:	Director with responsibility for Safeguarding
Date of next school level review:	School to insert date		
Type of policy:	United Learning Policy	Local Governing Body	Recommends school policy for Group Board approval
		Group Board:	Group Board approves United Learning Policy

Policy Signed off on	Date:	Date:
Signed off by:	Name: Signature: Role: Principal/Head Teacher	Name: Signature: Role: Chair of Governors

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UNITED LEARNING SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICIES AND PROCEDURES

Hanwell Fields Community School

Section 1: Safeguarding Policy

1.1 Policy Statement

United Church Schools Trust and United Learning Trust, referred to throughout this policy as United Learning, is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities policy.

Hanwell Fields Community School recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such, it is:

- Everyone's responsibility to safeguard children
- Everyone who comes into contact with children and families has a role to play; and
- Everyone working with children maintains an attitude of 'it could happen here'.

This policy applies to all members of our school community. This includes all staff, governors and volunteers working in the school, and those our EYFS settings.

It also applies to contractors and visitors during any interactions they may have with children, United Learning central office staff and to Trustees, working in or on behalf of the school.

Hanwell Fields Community School's Safeguarding Children Policy and Child Protection Policy and Procedures (hereafter referred to as 'the Policy') has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- The Children Act, 1989
- United Convention of the Rights of the Child, 1991
- Data Protection Act, 1998
- Sexual Offences Act, 2003
- Children Act, 2004
- Protection of Freedoms Act, 2012; and
- Relevant government guidance on safeguarding children, as follows:
 - [Keeping Children Safe in Education – Statutory guidance for schools and colleges, September 2016](#)
 - [Working Together to Safeguard Children, March 2015 \(Statutory guidance\)](#)
 - [Prevent Duty, July 2015](#)
 - ['What to do if you are worried a child is being abused' – Advice for Practitioners](#), March 2015

In line with our Provision of Information Policy, this policy conforms to locally agreed inter-agency procedures and is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures. (See Section 3).

The welfare of children is paramount:

- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse.





- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- Working in partnership with children/young people, their parents/carers/guardians and other agencies is essential in promoting children/young people's welfare.

Hanwell Fields Community School strives to keep children/young people safe by valuing them, listening to and respecting them, and through our policies, procedures and practices.

- Adopting child protection practices through procedures and a Staff Behaviour Policy/Code of Conduct for staff and volunteers.
- Developing and implementing an Online Safety (e-safety) Policy and related procedures.
- Providing effective management for staff and volunteers through supervision, support and training .
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Sharing information about child protection and good practice with children, parents/carers, staff and volunteers.
- Sharing concerns with agencies that need to know, and involving parents/carers/guardians and children/young people appropriately.
- Ensuring that safeguarding responsibilities are appropriately addressed in all related policies and procedures.

1.2 Policies that come under the 'umbrella' term of Safeguarding

Hanwell Fields Community School understands that safeguarding is intrinsic to all that we do and requires a consistent whole school ethos and approach. The tables below demonstrate how safeguarding is at the core of many of our policies and procedures; and that the term 'safeguarding' is an overarching one.

- *Table 1 and Table 2 below outline the policies and guidance that relate to safeguarding.*
- *Table 1 shows which documents are written and updated centrally.*





Safeguarding (Table 1)

Safeguarding (Universal)	Child Protection (Risk of Significant Harm)	E-Safety	Medical (Health and Well-being)	Health and Safety	HR		Other Statutory Documents
					Safer Recruitment	Communication/ External	
<p>United Learning Safeguarding Children Policy and Child Protection Procedures</p> <p>Mandatory School Based Policies</p> <ul style="list-style-type: none"> - SEND - Pupil Behaviour - Sex Education <p>Non-Mandatory School Based Policies:</p> <ul style="list-style-type: none"> - Anti Bullying - Exclusion - Attendance - Register of Pupil admissions to School - Register of attendance - EYFS - Supervision of Staff - Safe Handling/ Restraint 	<p>United Learning Safeguarding Children Policy and Child Protection Procedures</p> <p>Non- Mandatory School Based Policies:</p> <ul style="list-style-type: none"> - E-Safety Preventing Radicalisation Sexting Cyberbullying - Missing Children From Education From Home/Care - CSE - FGM - Restraint/Safe Handling - Abuse & Neglect DV, Faith Abuse, Gangs & Youth Violence, Gender Based Violence, Private Fostering, Teenage Relationship Abuse, Trafficking, Medical. 	<p>United Learning Safeguarding Children Policy and Child Protection Procedures</p> <ul style="list-style-type: none"> - Filtering, Monitoring & Reporting Policy - Procedures for responding to specific online incidents and concerns - Electronic Device Searching - Mobile Device and Phone Policy - Social Media Policy - Images Policy 	<p>Mandatory School Based Policies</p> <ul style="list-style-type: none"> - SEND* - Sex Education* <p>Non-Mandatory School Based Policies</p> <ul style="list-style-type: none"> - Medical Policy - Supporting pupils with medical plans - Intimate Care - First Aid - Mental Health - Drug & Substance Abuse - Self-harm - Well-being 	<p>United Learning Group Health and Safety Policy</p> <ul style="list-style-type: none"> - Transporting Pupils - Educational Visits and Outdoor Activities - Supervision of Pupils - Site Security - CCTV - Evacuation - UL Behaviour of Visitors* 	<p>United Learning Policies:</p> <ul style="list-style-type: none"> - UL Safeguarding Children - HR Procedural Guidance - UL Recruitment & Selection Policy - Annual Staff-Student Relationship Letter & Guidance - Annual Acceptable Use of Technology* - United Learning Whistleblowing Policy - UL Guidance on Dealing with Allegations of abuse against Teachers and other Staff <p>School Based:</p> <ul style="list-style-type: none"> - Staff Behaviour/ Code of Conduct - Central Record of Recruitment and Vetting 	<ul style="list-style-type: none"> - UL Behaviour of Visitors* - UL Equality guidelines - UL Disciplinary Policy - Group Guidelines for Professional Conduct - UL Employee Data Protection Policy - Freedom of Information - UL Grievance Procedures <p>School Based:</p> <ul style="list-style-type: none"> - Complaints procedure - Admissions arrangements - Accessibility plan 	<ul style="list-style-type: none"> - Keeping Children Safe in Education, September 2016 - What to do if you suspect a child is being abused, March 2015 - Prevent Duty, July 2015 - FGM Reporting Duty, October 2015





Policies related to Safeguarding (Table 2)	Date	Owner	Renewal Date	Policies related to Safeguarding	Date	Owner	Renewal Date
United Learning Mandatory Policies				Intimate Care	Sept 16	HFCS	Sept 17
UL Safeguarding Children and Child Protection Policies and Procedures	Sept '16	Central Office	Sept '17	First Aid	Sept 16	HFCS	Sept 17
SEND Offer	Sept 16	HFCS	Sept 17	Mental Health	Sept 16	HFCS	Sept 17
Sex Education	Sept 16	HFCS	Sept 17	Drug & Substance Abuse	Sept 16	HFCS	Sept 17
Pupil Behaviour & Discipline	Sept 16	HFCS	Sept 17	Self-Harm	Sept 16	HFCS	Sept 17
E-Safety	Sept '16	Central Office	Sept '17	Well-being	Sept 16	HFCS	Sept 17
Universal				Health & Safety			
Anti-Bullying	Sept 15	HFCS	Sept 17	Transporting Pupils	Sept 16	HFCS	Sept 17
Exclusion	Sept 16	UL/HFCS	Sept 17	Educational Visits & Outdoor Activities	Sept 16	HFCS	Sept 17
Attendance	Sept 16	HFCS	Sept 17	Supervision of Pupils	Sept 16	HFCS	Sept 17
EYFS	Sept 16	HFCS	Sept 17	Site Security	Sept 16	HFCS	Sept 17
Register of Pupil admissions to School	Sept 16	HFCS	Sept 17	CCTV	Sept 16	HFCS	Sept 17
Register of attendance	Sept 16	HFCS	Sept 17	Evacuation	Sept 16	HFCS	Sept 17
Supervision of Staff	Sept 16	HFCS	Sept 17	UL Behaviour of Visitors	August '13	Central Office	
Safe Handling/Restraint	Sept 16	HFCS	Sept 17	HR – Safer Recruitment			
Technology (NB some aspects of technology do not sit within safeguarding. Those listed below do)				UL Safeguarding Children - HR Procedural Guidance	September '16	Central Office	August '17
Filtering, Monitoring & Reporting Policy	Sept '16	Central Office	Sept '17	UL Recruitment & Selection	August '16	Central Office	August '17
Procedures for responding to specific online incidents and concerns	Sept '16	Central Office	Sept '17	Annual Staff-Student Relationship Letter & Guidance	July '16	Central Office	July '17
Electronic Device Searching	Sept '16	Central Office	Sept '17	Annual Acceptable Use of Technology	July '15	Central Office	
Mobile Device and Phone Policy	Sept '16	Central Office	Sept '17	UL Whistleblowing Policy	February '16	Central Office	February '17
Annual Acceptable Use of Technology (See HR)	July '15	Central Office	August '16	UL Guidance on Dealing with Allegations of abuse against Teachers and other Staff	August '16	Central Office	August '17
Images Policy	Sept '16	Central Office	Sept '17				
Social Media Policy	Sept '16	Central Office	Sept '17	Staff Behaviour/ Code of Conduct	Sept 16	HFCS	Sept 17
Child Protection				Central Record of Recruitment and Vetting	Sept 16	HFCS	Sept 17
Child Protection	Sept '16	Central Office	Sept '17	HR - Communication/ External			
Preventing Radicalisation	Sept 16	HFCS	Sept 17	UL Equality guidelines	May '16	Central Office	
Sexting / Cyberbullying	Sept 16	HFCS	Sept 17	UL Disciplinary Policy	May '15	Central Office	
Children Missing from Education	Sept 16	HFCS	Sept 17	Group Guidelines for Professional Conduct	May 15	Central Office	
Children Missing from Home/Care	Sept 16	HFCS	Sept 17	UL Employee Data Protection Policy	May '15	Central Office	
CSE	Sept 16	HFCS	Sept 17	Freedom of Information			
FGM	Sept 16	HFCS	Sept 17	UL Grievance Procedures	May '15	Central Office	
FM	Sept 16	HFCS	Sept 17	Complaints procedure	Sept 16	HFCS	Sept 17
Medical				Admissions arrangements	Sept 16	HFCS	Sept 17
Supporting Pupils with medical plans	Sept 16	HFCS	Sept 17	Accessibility plan	Sept 16	HFCS	Sept 17



1.3 Review Process

1.3.1 The Review Process

- The Policy will be reviewed by central office (Lead Safeguarding Officer) annually or as events, or legislation requires.
- The Designated Safeguarding Lead, **Harry Wall & Yvonne Jones** Nominated Safeguarding Governor at **Hanwell Fields Community School** will also review the Policy annually, or as events, or legislation requires, ensuring that the content specific to their school and local authority is accurate, prior to approval by their Local Governing Body.
- These documents will then be ratified by the United Learning Group Board, (USCT Trustees).
- Any deficiencies or weaknesses identified will be remedied without delay.

1.3.2 Review Timescales

Commencing April 2015, the Policy will be reviewed annually, as set out below:	
Policy reviewed centrally:	April
Policy personalised by schools:	May
School level Policy ratified by Local Governing Bodies:	May - June
Individual school level Policy approved by the Group Board	July – December
Implementation of Group Policy	September 2015
First Annual Review	June 2016
Implementation of Reviewed Policy	September 2016

1.3.3 In Year Policy Review Dates

Review Date	Changes Made	By Whom
July 2015	Inclusion of Prevent Duty	United Learning Central Office
September 2015	Inclusion of Overseas and Prohibition from Management checks.	United Learning Central Office
October 2015	Inclusion of statutory duty to report FGM.	United Learning Central Office
January 2016	Inclusion of EEA Checks	United Learning Central Office
March 2016	Updates to links following move to the United Hub	United Learning Central Office
June 2016	Reordered and updated to reflect changes in KCSIE May 2016	United Learning Central Office
September 2016	Updates to reflect changes in KCSIE September 2016	United Learning Central Office





1.4 Roles and Responsibilities of Trustees

The United Learning Group Board of Trustees retains statutory responsibility for ensuring that all legal responsibilities in connection with safeguarding, child protection and safer recruitment are discharged. This responsibility is invested in:

- Darran Lee, Primary Director, and United Learning's Designated Senior Person.

Responsibility for all safeguarding and child protection matters, other than safer recruitment, is delegated by United Learning's Designated Senior Person to the **Harry Wall** of **Hanwell Fields Community School**, and the school's Designated Safeguarding Lead to act on behalf of the United Learning Group Board and ensure that child protection policies and procedures are compliant with local authority guidance and locally agreed inter-agency procedures. Support to United Learning's Designated Senior Person is provided by United Learning's Lead Safeguarding Officer, who will work closely with schools.

Responsibility for safer recruitment is delegated to the Harry Wall of Hanwell Fields Community School, supported by the central office HR team and responsibility for ensuring that policies and procedures are complied with is delegated to the Designated Safeguarding Lead at Hanwell Fields Community School; who, within her duties, will keep the **Harry Wall** and the Lead Safeguarding Officer for United Learning informed of any issues and ongoing investigations which:

- Lead to any referral to the designated officer(s) from the local authority (which could result in, or has resulted in, a strategic case meeting being called)
- Relate to a member of staff and, without prejudice to the case, the Designated Safeguarding Lead for **Hanwell Fields Community** judges may result in disciplinary action being taken.

(See Annex A12: Reporting a Safeguarding Concern to United Learning - Template form for use by schools).

These matters will then be raised with United Learning's Designated Senior Person who will report to the Group Board, as necessary.

1.5 Key Principles

This policy and its associated procedures will ensure that **Hanwell Fields Community School** practices safer recruitment in checking the suitability of staff and volunteers to work with children by completing all necessary checks required by the DfE; and storing and maintaining this information on a Single Central Record (SCR). See [United Learning Safeguarding Children – HR Procedural Guidance](#) September 2016 In accordance with [Working Together to Safeguard Children, March 2015](#) (Page 5) **Hanwell Fields Community School** understands that safeguarding is everyone's responsibility and is committed to safeguarding and promoting the welfare of children by:

- Protecting children from maltreatment;
- Preventing impairment of their health and development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

In order to do this, we will raise awareness of child protection issues, and equip children with the skills they need to keep themselves safe. We will develop and implement robust procedures for identifying and reporting cases, or suspected cases, of abuse; and will support pupils who have been abused. We will work in accordance with agreed child protection plans and will establish a safe environment in which children can learn and develop.





Hanwell Fields Community School will be vigilant in respect of the specific safeguarding issues highlighted in [Keeping Children Safe in Education, September 2016](#) and ensure that the needs of Looked After Children and those with Special Education Needs or disabilities are recognised as being particularly vulnerable.

We will ensure that all staff, governors, volunteers; and contractors adhere to the school's child protection procedures. (See Annex A2: [United Learning Staff Student Relationship Letter](#) and [Guidance, September 2016](#)).

Hanwell Fields Community School recognises that it has both statutory and pastoral responsibilities for the well-being of its pupils; and, in keeping with our aims and ethos, the well-being and safety of pupils is of paramount importance, and it is the responsibility of everyone who comes in to contact with pupils to be vigilant and report any incidents of child abuse and other safeguarding concerns.

These responsibilities include having robust safeguarding and child protection procedures in place, to ensure:

- The identification of students at risk of suffering significant harm;
- Raising awareness of all staff through effective communication and training
- The referral of all disclosures to the appropriate agencies
- Effective working relationships with the local Police, Local Safeguarding Children Board, Social Care, Health, and other relevant external agencies; and
- The delivery of an effective curriculum which enables pupils to stay safe from harm.

[United Learning Safeguarding Children – HR Procedural Guidance](#) (September 2016) should be read in conjunction with other relevant United Learning HR policies, procedures and guidance and school based policies.

1.6 Monitoring and Evaluation

At **Hanwell Fields Community School** we monitor and evaluate our **Safeguarding Children and Child Protection Policies and Procedures** document and related policies via the following processes:

- Local Governing Body visits to the school
- Senior Leadership Team 'drop ins' and discussions with staff
- Pupil surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Scrutiny of Local Governing Body minutes
- Logs of Bullying, Racist, and Behavioural Incidents
- Review of parental concerns and parent questionnaires
- Review of specific resources for all vulnerable groups:
 - Nurture Room, SEND interventions, Young Carers, Breakfast club and Target support clubs, sports clubs for motivation.
 - This analysis will be discussed during regular meetings between the **Harry Wall (Head Teacher)**, **Andrew Lister (CoG)** and Yvonne Jones (SGG) alongwith the United Learning Director and Education Advisers; and during Safeguarding Audits completed by the United Learning Lead Safeguarding Officer. Local Governing Body checks on the effectiveness of safeguarding will be reported in termly minutes of meetings.





1.7 Adoption of this Policy

Hanwell Fields Community School has adopted the **United Learning Group Safeguarding Children and Child Protection Policies and Procedures** document and has included details of the local arrangements, to ensure that this document meets the standards required.





UNITED LEARNING SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICIES AND PROCEDURES

Hanwell Fields Community School

Section 2: Safeguarding: A Whole School Approach

2.1 What is Safeguarding?

Safeguarding is everyone responsibility.

Safeguarding children is the action we take to promote the welfare of children and protect them from harm.

Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

(Working Together to Safeguard Children March 2015 – Page 5)

2.2 Safeguarding Induction:

Hanwell Fields Community School recognises that safeguarding children is the single most important duty that we undertake.

To ensure that everyone working within our school understands their roles and responsibilities and always act in the best interests of the child, we provide a comprehensive safeguarding induction, which includes child protection, e-safety and Prevent duty information.

As a school, we do annual induction every September INSET and when other staff that may join us mid-year. Records of all training are kept with the safeguarding team. The safeguarding team has 2 trainers for the Level C training. All staff are asked to complete the DFE Prevent Training on – line course and certifications are copied to the safeguarding team. E-Safety is co-ordinated through the school. It is mapped through the curriculum and the IT Technician (Mr P Crane) works with United Learning Technology





Department to advise and practice within the school of filtering systems, monitoring of website activity and Surf Protection.

This is provided to:

- All staff
- all volunteers
- all agency staff (e.g. supply teachers)
- all contractors

For agency staff and contractors, this is in addition to the training that they receive and is verified by their own agency or employer; and is provided to ensure that the safeguarding procedures within our school are followed.

2.3 Safeguarding Induction Programme and Whole School Training

Hanwell Fields Community School ensures that everyone receiving safeguarding induction reads and understands Part One and Annex A of [Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges](#), September 2016; and considers the implications of it, in relation to the work undertaken within, and on behalf of the school.

- As appropriate to their role and responsibilities, senior staff and members of the safeguarding team and members of the local governing body will also be required to read the complete guidance.
- All staff and volunteers are required to sign to confirm:
 - Attendance at Safeguarding Induction Training, which includes Child Protection, Online Safety (e-Safety) and the Prevent duty.
 - 'Keeping Children Safe in Education, September 2016': Part One
 - 'Keeping Children Safe in Education, September 2016': Annex A
 - School's Safeguarding Children Policy and Child Protection Policy and Procedures document
 - School's Online Safety (e-Safety) Policy and related policies
 - School's Prevent documents (e.g. Prevent duty, statement, risk assessment or policy)
 - United Learning Whistleblowing Policy
 - United Learning Annual Staff Student Relationship Letter and Guidance
 - United Learning Annual Acceptable Use of IT agreement
 - Childcare Disqualification Requirements and Disclosure by Association (as appropriate).
 - School's Behaviour Policy/Code of Conduct
 - School's Children Missing Education Policy
- A copy of the signed documents will be retained by the school as part of our Safer Recruitment procedures.
- This Safeguarding Induction Programme will be followed up with at least annual safeguarding training.





2.4 Keeping Children Safe in Education Statutory Guidance for Schools and Colleges, September 16

For Keeping Children Safe in Education (whole document), [click here](#)

2.5 Keeping Children Safe in Education, Part One

For Part One, [click here](#)

2.6 Keeping Children Safe in Education, Annex A

For Annex A, [click here](#)

2.7 What to do if you are worried a child is being abused - Advice for practitioners

For What to do if you are worried about a child is being abused, [click here](#)

2.8 What to do when you have a safeguarding concern

- Details of the child protection procedures at **Hanwell Fields Community School** are provided in Section 4.
- These procedures should be followed by all staff, in the knowledge that all concerns, however small they may seem, will be taken seriously.
- In borderline cases informal advice will be sought from local agencies by a member of the safeguarding team.
- If concerns continue, staff should raise these through the appropriate channels.

2.9 What to do if a Child is at Risk of Immediate Harm

If you are seriously concerned about a child's immediate safety, always dial 999.

If, at any point, there is risk of immediate harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

(Keeping Children Safe in Education).

All referrals to the local social services department should be made within 24 hours (in writing or with written confirmation of a telephone call) of a disclosure or suspicion of abuse.





UNITED LEARNING SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICIES AND PROCEDURES

Hanwell Fields Community School

Section 3: Child Protection Policy

This should be read alongside Section 1: Safeguarding Policy.

3.1 Safeguarding Children

Hanwell Fields Community School understands that safeguarding children is our single most important responsibility.

- We teach children about safeguarding and how to keep safe.
- Children's wishes and feelings are taken into account when we are determining what action to take and what services to provide.
- We encourage children to express their views and give feedback. **Our Pupil Voice is gathered through school council, pupil ambassadors and questionnaires throughout the school year.**
- We support vulnerable children to do this through interventions, pupil ambassadors and mentoring.
- Our governing body and United Learning Trustees ensure that:
 - Training is provided to all staff that clearly explains that staff must not agree confidentiality and must always act in the best interests of the child.
 - Safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB. This includes understanding and reflecting local protocols for assessment and the LSCB's threshold document along with supplying information as requested by the LSCB.
 - In accordance with the Data Protection Act 1998 **Hanwell Fields Community School** process personal information fairly and lawfully, it recognises that this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. We understand that fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

3.2 Safeguarding Information for Pupils

At **Hanwell Fields Community School** we believe that:

All children have the right to be listened to, the right to be heard.

All children have the right to feel safe, to be safe and protected from harm.

Hanwell Fields Community School promotes its belief that as children, our pupils have the right to achieve their full potential regardless of their ethnicity, religion, gender, orientation, ability, or disability.

We strive to ensure our pupils have the ability to:

- Be as physically and mentally healthy as possible
- Gain the maximum benefit possible from good education opportunities
- Live in a safe environment and be protected from harm





- Experience emotional well-being
- Feel loved and valued, supported by affectionate relationships
- Become competent at looking after themselves
- Have a positive self-image, a secure identity including cultural and racial identity
- Develop good interpersonal skills and confidence in social situations.

At **Hanwell Fields Community School**, we will teach children to understand and manage risk, through our:

- PHSE lessons
- Other lessons, such as Drama/Enrichment
- Assemblies and Special Days
- E-Safety Programme
- Anti-Bullying Programme.

Confidentiality

As the pupils of Hanwell Fields Community School we want you to know that:

- **We will always take what you tell us seriously.**
- **We cannot agree to keep anything that you tell us secret, but we will only share information with the people that we need to, in order to ensure that you and others are kept safe from harm.**

Any pupil concerned about their safety can talk to one of the school's Safeguarding Team, or a member of staff who you feel able to talk to.

3.3 Working in Partnership with Parents/Carers/Guardians

At **Hanwell Fields Community School:**

- We are committed to working with parents/carers/guardians positively, openly and honestly.
- We ensure that parents/carers/guardians are treated with respect, dignity and courtesy.
- We respect parents'/carers'/guardians' rights to privacy and confidentiality and will not share sensitive information unless we have permission; or it is necessary to do so in order to protect a child.
- We share a purpose with parents/carers/guardians to educate and keep children safe from harm and to have their welfare promoted.
- Any referral made to social care **via the MASH team**, is shared with parents beforehand, unless it is inappropriate to do so; and as a school we will ensure regular contact with parents/carers/guardians of all pupils.
- All staff have the skills knowledge and understanding to keep safe children who are looked after by the Local Authority.
- All staff have the skills and understanding to keep children safe who have Special Education Needs or disabilities.





3.4 Confidentiality and Sharing Information

Hanwell Fields Community School:

- Recognises and complies with its duties under current Data Protection legislation.
- Ensures the confidentiality of its pupils and their families.
- Ensures confidentiality so that evidence is not compromised.
- Will make every effort to maintain confidentiality and guard against unwanted publicity.
- Only shares information on a 'Need to Know' basis, and this decision is taken by the Designated Safeguarding Lead, or Deputy Designated Safeguarding Lead.
- Keeps all Child Protection information securely.
- Ensures that all information is processed for limited purpose, is adequate, relevant and not excessive, is accurate, retained and processed in accordance with data subject's rights.
- All child protection information is held in a secure locked location and password protected files with the school's secure server, in accordance with England (Pupil Information) (England) Regulations 2005.
- Every effort is made to prevent unauthorised access and sensitive information is not stored on laptop computers, which, by the nature of their portability, could be lost or stolen. All laptops should have encrypted hard drives to prevent access to information should the device be lost or stolen.
- If it is necessary to store Child Protection information on portable media, such as a CD or flash drive, these items must be encrypted and kept in locked storage.
- Child Protection information is stored separately from the pupil's school file and the school file is 'tagged' to indicate that separate information is held.
- Child Protection Records are normally exempt from the disclosure provisions of the Data Protection Act, which means that pupils and parents do not have an automatic right to see them. If a member of staff receives a request from a pupil or parent to see Child Protection Records, request will be referred to the **Harry Wall** and to Alison Hussain at Central Office (Alison.Hussain@unitedlearning.org.uk).

The Data Protection Act does not prevent school staff from sharing information with relevant agencies where that information may help to protect a child and is in the child's best interests.

Hanwell Fields Community School recognises that:

- It is essential to establish positive and effective working relationships with outside agencies.
- There is a joint responsibility on all these agencies to share information to ensure that all children are safeguarded.
- We share information:
 - To ensure the fullest possible picture of the child's circumstances
 - To enable practitioners to assess the needs of the child properly
 - To co-ordinate and improve service provision to the child and family
 - To protect other adults and children.
- Examples of when it is necessary to share information include if:
 - A child seems hungry, or inappropriately dressed, or has hygiene concerns





- A child's behaviour is concerning: aggressive, or withdrawn, or unhappy, or overly familiar, or sexually inappropriate
 - There is a suspicion or evidence that the child has an injury; e.g. the child has awkward or protective movement; has bruising, marks, cuts or burns
 - Things said by, or about the child that are concerning.
- Staff are aware that low level issues should be shared with support and/or senior teaching staff as soon as possible.
 - In line with [Keeping Children Safe in Education, September 2016](#) (Pages 7-8 Paragraphs 21-27) and the [Prevent duty, July 2015](#).
 - Safeguarding and child protection concerns about the child will be reported to the Designated Safeguarding Lead or **Rachel Tumilty or SGTeam**. This should be done as soon as possible and before the end of the day. The Designated Safeguarding Lead (or equivalent) will decide who else needs to have this information.
 - **However, if at any point, there is a risk of immediate serious harm to a child a referral should be made to social care immediately, and anybody can make this referral.**
 - If staff have concerns about another staff member they will be referred to the **Harry Wall (Head Teacher)**
 - Where the concerns are about the **Head Teacher** they will be referred to the Chair of Governors. ([See also Keeping Children Safe in Education, September 2016](#), Part 4)
 - In line with [Working Together to Safeguard Children, March 2015](#) (Pages 16-17 & Page 71) we follow inter-agency information sharing protocols. We:
 - Discuss with the child and their family the involvement of other agencies and how and who you will share information with and gain their consent where appropriate. The only time we would not share information with the family would be if it could potentially put the child at further risk of harm to do so.
 - Share all appropriate information as early as possible with practitioners and organisations who are currently working with, or due to work with a child.
 - Discuss and share any assessments or reports with the child and their family and include their views even if they differ from our own.
 - Seek permission before expressing the views of another agency or practitioner to a child, parent/carer/guardian.
 - Notify Children's Services if a child subject to a Child Protection Plan has an unexplained absence from school.
 - Having confirmed that a child is changing school, the Designated Safeguarding Lead will confirm their safe arrival; and will transfer their child protection file as soon as possible, separately from the main pupil file and via secure transit, and confirm safe receipt thereof.

Hanwell Fields Community School recognises that:

- Staff may need to seek support themselves if they are distressed.
- Staff can speak with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in confidence.





- If staff seek support from external agencies they must adhere to the requirements of strict confidentiality at all times.
- The Safeguarding (SG) Team are supported through group times when discussing cases and have supervision through Social Care team. The DSL Deputies is also completing the NSPCC Safeguarding Supervision Course to support the team.

3.5 Safeguarding Training

Hanwell Fields Community School provides safeguarding training that enables all staff to understand the roles and responsibilities that they have in relation to keeping children safe. Staff receive regular safeguarding updates, as required and at least annual training, to provide them with relevant skills and knowledge to safeguard children effectively.

3.5.1 Headteacher – Harry Wall

Is a trained Designated Safeguarding Lead and Safer Recruitment Trained. Harry Wall has also attended PREVENT training.

3.5.2 Designated Safeguarding Lead/s

- DSL/s complete appropriate training, on appointment and at least annual update training.
- This training will include child protection, Online Safety (e-safety) and Prevent, where there have been any changes in statutory requirements, or the local procedures have been updated.
- This training will be undertaken in accordance with Local Safeguarding Children Board (LSCB) procedures, and in line with Keeping Children Safe in Education, September 2016.

3.5.3 Deputy Designated Safeguarding Lead/s

Deputy DSLs will complete training to the same level as the Designated Safeguarding Lead, and will cover for them when they are unavailable. (these include Ladybirds and Bridges Leaders)

3.5.4 All Existing Staff

All staff must undertake at least annual safeguarding training and receive any in year safeguarding updates. This training must equip all staff to demonstrate an understanding and the delivery of their safeguarding responsibilities.

Refresher training should include updates of child protection, Online Safety (e-safety) and Prevent procedures.

3.5.5 All New Staff

All new staff and agency staff complete safeguarding induction training.

3.5.6 Agency Staff, Volunteers and Periphetetic Staff

All agency and periphetetic staff complete safeguarding induction training. We ask for identification and evidence of training and safeguarding training when using supply staff.





3.5.7 Governors

Governors receive appropriate training which includes annual awareness and induction training. This is the same training as given to staff and volunteers at the school. The Safeguarding Governor also completes the DSL training, Safer Recruitment Training and PREVENT awareness.

3.5 Safer Recruitment Training

Safer Recruitment training has been undertaken by **2 members of leadership** of staff and **2 members of the local governing body.**

3.6 Lettings

As part of our commitment to safeguarding all children and vulnerable adults in our community, **Hanwell Fields Community School** requires all lettings to provide details of the named child protection lead for any event involving under 18's; and confirmation that staff have undergone appropriate safer recruitment checks and training.

3.7 Safeguarding Training Records

These are all kept within the safeguarding file and on the secure drive. The SCR also holds the dates of training.





UNITED LEARNING SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICIES AND PROCEDURES

Hanwell Fields Community School

Section 4: Child Protection: A Whole School Approach

4.1 Safer Recruitment

Hanwell Fields Community School operates safer recruitment procedures and is committed to doing its utmost by complying with procedures set out in:

- [Keeping Children Safe in Education](#), Information for all school and college staff, September 2016 (Part 3)
- [United Learning Safeguarding Children – HR Procedural Guidance](#), September 2016
- [United Learning Recruitment and Selection Policy](#), August 2016
- [United Learning Whistleblowing Policy](#), February 2016

4.1.1 As identified in our Child Protection Policy (Section 3.7) the following staff and governors have undertaken Safer Recruitment training:

Harry Wall (Head teacher) 9/12/14

Daphne Lock (SBM) 9/12/14

Yvonne Jones (SG Governor) 9/12/14

4.1.2 Safer recruitment means that all applicants are required to:

- Complete an application form
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children
- Provide evidence of identity and qualifications
- Be checked through the disclosure and barring service as appropriate to their role
- Be subject to a Prohibition Order check if applying for a teaching position
- Provide evidence for right to work in the United Kingdom
- Assist in the completion of overseas checks, (as appropriate)
- Be subject to checks carried out to ensure that individuals are not disqualified under the Childcare (Disqualifications) Regulations 2009 including barred by association, as appropriate to the role, (as appropriate).
- Be subject to a Section 128, Prohibition from Management check
- Be subject to EEA check,
- Be interviewed
- Provide evidence on medical fitness (mental and physical).

In addition, the school will:

- Obtain assurance that the appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's students on other sites.

4.1.3 New members of staff will:

- Undergo an induction that includes familiarisation with the school's Safeguarding Children Policy and Child Protection Procedures, Online Safety (e-Safety) training and the Prevent duty; and assist with the identification of their further child protection training needs.





- Read and demonstrate an understanding of [Part 1 of Keeping Children Safe in Education, September 2016](#)

4.1.4 All staff are required to:

- Take part in at least annual safeguarding and child protection training
- Sign annual safeguarding agreements and disclosures, (as appropriate) as set out above.
- If children are educated off-site then the SG team will take on all relevant checks around safeguarding the children.

4.2 Child Protection

We recognize that because of the day-to-day contact with children, school staff are ideally placed to observe the outward signs of abuse and staff in school will therefore:

- Report any inappropriate behaviour / activities to designated staff member.
- Establish and maintain an environment where children feel secure, encouraged to talk and are listened to.
- Ensure that children know that they can approach any of the adults in school if they are worried and they will receive a consistent supportive response.
- Include in the curriculum opportunities for children to develop the skills they need to recognize and stay safe from abuse.

Staff in Hanwell Fields Community School will follow the Oxfordshire Safeguarding Children Board Procedures and United Learning Group Safeguarding Children Guidelines in all cases of abuse, or suspected abuse, these can be found at www.oscb.org.uk, and on <https://biecloud.cscsco.org.uk>. Also complies with Department of Education 'Keeping Children Safe in Education', 'Working together to Safeguard children' and 'What to do if you're worried a child is being abused'

HFCS seeks to implement this policy through adherence to the procedures set out in the rest of this document. This document is available to all interested parties on our website www.hanwellfields.org and on request from the main school office (Translated on request) and should be read in conjunction with the following documents: Child Protection Guidelines, Safeguarding Statement and UL Group Safeguarding guidelines.

We will therefore:

- Ensure that we have a designated members of staff for child protection (and inform the Safeguarding Team Administrator when this changes)





- In Hanwell Fields Community School the designated members of staff are Ms Harry Wall (Head Teacher), Mrs Rachel Tumilty (Home School Community Link Worker), Mrs Fiona Pringle (Behaviour and Attendance Officer) and Ms Annie Richards (Ladybirds Manager), Mr Steve Nutt (Bridges Manager) Mrs Vicky Tomlin (EVC). Ladybirds Manager take lead responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate. Please refer to the Safeguarding Training Records.
- Ensure that the designated staff receive Specialist Safeguarding training, refreshed every two years, (contact the OSCB for more details on training: 01865 815843).
- Ensure that the whole staff receive Generalist Safeguarding training every three years, (contact the Safeguarding Team Administrator for information on training: 01865 810515).
- Ensure that new staff have read the safeguarding policies and procedures for the school and know who the designated member of staff is, including how to contact them and know what to do if they are concerned. (Included in the Induction Process)
- Ensure that the governors of Hanwell Fields Community School are aware of their responsibility to safeguard the welfare of pupils in the school. We have a designated Safeguarding Governor (Mrs Yvonne Jones)
- Ensure that every member of staff, (including volunteers and governors) knows who the designated teacher is and where to find them to pass on information or concerns.
- Ensure that all staff and volunteers understand their responsibilities in being alert to, and acting appropriately in, cases of abuse or suspected abuse.
- Ensure the parents understand the school's responsibilities in relation to Child protection by setting out these obligations in the school prospectus. Make the policy available to parents on request. Please refer to the Master Policy file which includes all safeguarding policies and E Safety Policy.
 - Inform the duty social worker at the Assessment Team if a pupil, who is subject to a Child Protection Plan, has unexplained absence of more than 2 days.
 - Establish and maintain links with relevant agencies and co-operate as required with enquiries of a child protection nature.
 - Ensure that where possible appropriate staff attend case conferences and core groups on children enrolled in the school. (If attendance is not possible a written report should be prepared and sent to the conference)
 - Keep accurate written records of concerns or allegations on children even where referral is not appropriate immediately
 - To report to the Disclosure and Barring Service (DBS), within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children
 - Ensure that all staff, governors and volunteers understand that there is a procedure to be followed in dealing with child protection allegations made against teaching and non-teaching





staff. This procedure must be followed on all occasions. All staff should be made aware of this process and how this process differs from other concerns about children.

- Follow the county guidance on reporting and tracking lost pupils (see missing pupils procedure via link: Directorates and Services/Children and families/OurServices/Safeguarding and Child Protection/Revised Missing Pupils Procedure.
- Ensure that this policy on Safeguarding is reviewed annually by Governors and senior staff and is in line with Oxfordshire County Council's policy and United Learning Group Safeguarding Children Guidelines and checklists.
- Ensure safe recruitment practices are always followed by all staff and governors in recruitment of all staff and volunteers.

We recognise that children who are abused, or witness violence, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The School Behaviour and Attendance Policies, which are aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviours are unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social and Health Care, the Attendance and Engagement Service, the Educational Psychology Service, PCAMHS, Locality Co-ordinators, etc.
- Ensuring that, when 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.
- It is noted that the provisions of the Education Act place a general duty on our school to provide for the welfare of children in our care and, as such, staff will adhere to other related school policies, i.e. Behaviour Policy, Bullying Policy, Restraint Policy etc...
- **Child Protection Allegations Against Staff**
- A distinction should be made between the process for dealing with concerns about possible abuse of a child outside of the school environment and allegations of a child protection nature against a member of the school community. In cases of allegations against school staff or volunteers, designated staff, headteacher (or Chair of Governors in cases of allegations against the headteacher) should always make contact with the Local Authority Designated





Officer (LADO) before taking further action. In Oxfordshire contact should be made with the Local Authority Designated Officer (01865 815956) or Alison Beasley Safeguarding Co-ordinator (01865 323457).

- Allegations against staff, volunteers or the designated person with responsibility for safeguarding must be reported to the Head or, in the Head's absence, the Deputy Head Teacher and the Chair of the LGB (Andrew Lister)
- Allegations against the Head must be reported directly to the Chair of the LGB, and the LADO by the person receiving the allegation
- In cases of serious harm the police will be informed from the outset.
- Guidance for staff is provided to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil)
- Any deficiencies or weaknesses in child protection arrangements will be remedied without delay.

Child Protection Procedures in Hanwell Fields Community School

All staff have a responsibility for action in cases of suspected child abuse. This document outlines the procedures which should be followed if any member of staff suspects a student is being abused, or if a disclosure is made.

Immediate action is required where there is suspicion of abuse and written records must be made at each stage of process

Relevant members of staff are asked to be alert to possible physical or emotional problems being experienced by pupils throughout the school.

If a pupil asks to speak to you about a problem do *not* promise confidentiality, but explain that it may be necessary to consult a designated safeguarding member of staff.





Definition of Abuse

‘A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. Children may be abused in a family or an institutional or a community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.’ (Department of Education, March 2014, ‘Working Together to Safeguard Children)

Categories of Abuse

The table below outlines the four main categories of abuse as defined by the Department of Education (March 2014) ‘Working Together to Safeguard Children’. Staff should be aware that the possible indicators are not definitive and that some children may present these behaviours for reasons other than abuse.

Type of Abuse	Possible Indicators
<p>Neglect</p> <p>The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> ➤ provide adequate food, clothing and shelter (including exclusion from home or abandonment); ➤ protect a child from physical and emotional harm or danger; ➤ ensure adequate supervision (including the use of inadequate care-givers); or ➤ ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. 	<p>Obvious signs of lack of care including</p> <ul style="list-style-type: none"> • Problems with personal hygiene • Constant hunger • Inadequate clothing • Emaciation • Lateness or non-attendance at school • Poor relationship with peers • Untreated medical problems • Compulsive stealing and scavenging • Rocking, hair twisting, thumb sucking • Running away • Low self-esteem
<p>Physical Injury</p> <p>A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or</p>	<p>Physical signs that do not tally with the given account of occurrence/conflicting or unrealistic explanations of cause/repeated injuries/delay in reporting or seeking medical advice.</p>





<p>carer fabricates the symptoms of, or deliberately induces, illness in a child.</p>	
<p>Sexual Abuse</p> <p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p>	<ul style="list-style-type: none"> • Sudden changes in behaviour • Displays or affection which are sexual and age inappropriate • Tendency to cling or need constant reassurance • Tendency to cry easily • Regression to younger behaviour – e.g. thumb sucking, acting like a baby • Unexplained gifts or money • Depression and withdrawal • Wetting/soiling day or night • Fear of undressing for PE
<p>Emotional Abuse</p> <p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally</p>	<p>Rejection, Isolation, child being blamed for actions of adults, child being used as carer for younger siblings, affection and basic emotional care giving/warmth persistently absent or withheld.</p>





Other types of abuse

Type of Abuse	Possible Indicators
<p>Child Sexual Exploitation</p> <p>Sexual Exploitation is where a young person under 18 receives 'something' (e.g. food, accommodation, drugs, gifts, money) as a result of performing, and/or others performing on them, sexual activities.</p> <p>Child sexual exploitation can occur through the use of technology, for example the persuasion to post images on the internet/mobile phones with no immediate payment or gain.</p> <p>In all cases the person exploiting the young person has power over them by virtue of age, gender, intellect, physical strength and/or economic or other resources.</p> <p>Violence, coercion and intimidation are common, involvement in exploitative relationship being characterized in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.</p> <p>(DSCF – Safeguarding Children and Young People from Sexual Exploitation, 2009)</p>	<ul style="list-style-type: none"> • Going missing from school/home/care placement • Associating with older family/friends/peers group • Physical symptoms including bruising/STI's • Substance misuse • Mental Health • Unexplained possessions, goods and/or money
<p>Forced Marriage</p> <p>A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. From 16th June 2014 Forced Marriage is now a specific offence under s121 of the Anti-Social Crime and Policing Act 2014</p>	<p>Going missing from school/home, peak time in summer holidays, typically girls (can be boys) aged 15 and 16 years old</p>
<p>Female Genital Mutilation</p> <p>Female genital mutilation, FGM (also known as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.</p> <p>FGM is prevalent in Africa, the Middle East and Asia, children may be sent to their country of origin for the procedure to be performed.</p>	<ul style="list-style-type: none"> • Anxiety leading up to school holidays • Child talking about a 'special ceremony' • Extended absence from school and/or changes in behaviour on return to school • Depression, anxiety and low self-esteem • Physical signs - bladder problems, complaints of pain or discomfort when sitting still.





Dealing with Disclosures

RECEIVE

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

REASSURE

Stay calm, no judgments, empathise. **Never make a promise that you can keep what a child has said a secret.** Given reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

REACT

React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions – keep the open questions e.g. 'is there anything else you want to say?'

Do not criticize the perpetrator; the student may have affection for him/her. Explain what you will do next – inform designated member of staff, keep in contact.

HFCS will not undertake their own investigations of allegations without prior consultation with the LADO.

RECORD

If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are and attach to a Safeguarding Record of Concern Form (see Safeguarding Pupils Policy Appendix). Also use a Body Map Form if visible marks are present on a child. (see Safeguarding Pupils Policy Appendix). If you are unable to make notes at the time write down what was said as soon as you can on a Safeguarding Record of Concern Form.

Try to record what was actually said by the student rather than your interpretation of what they are telling you.

Record the sign, date, time, place and any noticeable nonverbal behaviour.

REPORT

Report and give The Safeguarding Record of Concern Form in a named sealed envelope of the incident to the designated member of staff and do not discuss with any other adults or students what you have been told.

For a referral to the local social services department/Multi Agency Safeguarding Hub (M.A.S.H.) to be made aware immediately, as far as possible, and no later than 24 hours (in writing or with written confirmation of a telephoned referral) of a disclosure or suspicion of abuse.

Ofsted will be informed – as soon as is reasonably practicable, but at the latest within 14 days - of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the





premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations”

Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.

Record Keeping

The designated members of staff for child protection are responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place.

This document is reviewed annually or as events or legislation change requires by HFCS and United Learning. This document is also reviewed by the school’s LGB and approved by a United Learning Trustee on behalf the UCST/ULT Boards. The next scheduled date for review is September 2014.

The Child Protection (Safeguarding) policy is reviewed annually by the School’s LGB to ensure that it reflects local procedures. The policy is also reviewed and approved annually by a United Learning Trustee Ed Gould for the ULT Board (academies)] a report of this review is taken to the United Learning Group Board.

4.2.1 Hanwell Fields Community School is committed to safeguarding and promoting the welfare of our children.

- Where a child is suffering significant harm, or is likely to do so; or where a child is at risk of radicalisation or being drawn into terrorism/extremism, we will ensure that action is taken to protect that child.
- Action will also be taken to promote the welfare of a child in need of additional support even if they are not suffering harm or are not at immediate risk.
- We will respect all children and will work to promote their physical, material and psychological well-being.
- We recognise that some children may be especially vulnerable to abuse and recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; and know that some of their behaviours may be challenging.
- We recognise that some children who have experienced abuse may harm others.
- We will always take a considered and sensitive approach in order that we can support all of our children.
- Any deficiencies or weaknesses in our child protection arrangements will be remedied without delay.





4.2.3 Working in the best interests of the child

At Hanwell Fields Community School, we will always put the child's needs first. We will always liaise with agencies and experts to help support our work around the well being and issues that may occur. Below are examples of the work that will be undertaken :

- To meet the needs of Looked After Children, Hanwell Fields will work within a multi-agency approach and directly liaise with the Head of Virtual School Oxfordshire.
- For our vulnerable SEND children, the SENCo (E Gulliver) and Inclusion Team will directly work with Oxfordshire SEND Team (C Ashby SEN Advisor) and seek support to minimise the risk of peer to peer abuse in its different forms. (Ref: Regulation 9 of the School Staffing Regulations (England) 2009; Section 35 of the Safeguarding Vulnerable Groups Act 2006; and Section 38 of the Safeguarding Vulnerable Groups Act 2006).
 - As a school we will always be sensitive to individual needs and avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
 - Children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs.
 - Communication barriers and difficulties in overcoming these barriers.

4.2.4 will be vigilant in respect of types of abuse and neglect; and the specific safeguarding issues highlighted in [Keeping Children Safe in Education, September 2016](#) (Pages 11-13)

The Headteacher (H Wall), together with the Designated Safeguarding Lead will ensure that staff and governors have at least annual safeguarding training and access to up to date relevant information in relation to the following:

- [Child missing from Education](#)
- [Child missing from home or care](#)
- [Child Sexual Exploitation \(CSE\)](#)
- [Bullying, including Cyber-bullying](#)
- [Domestic Violence \(DV\)](#)
- [Drugs](#)
- [Fabricated or Induced Illness](#)
- [Faith Abuse](#)
- [Female Genital Mutilation \(FGM\)](#)
- [Forced Marriage \(FM\)](#)
- [Gangs and Youth Violence](#)
- [Gender Based Violence/Violence against Women and Girls \(VAWG\)](#)
- [Mental Health](#)
- [Private Fostering](#)
- [Preventing Radicalisation](#)
- [Sexting](#)
- [Teenage Relationship Abuse](#)
- [Trafficking](#)

See also pages 16 and 17 for Prevent duty and reporting to Channel programme .





4.3 Online Safety (e-Safety)

Hanwell Fields Community School:

- Understands that Online Safety (e-safety) is everyone's responsibility and is viewed as an integral part of our whole school safeguarding and child protection procedures.
- As it is a constantly developing field, we are committed to providing a comprehensive programme of advice, support, teaching and training to parents/carers/guardians, children and staff.

Hanwell Fields Community School recognises that:

- As we increasingly work online, the safe use of information and communication technologies bring significant challenges.
- We have a responsibility to understand online safety issues and plan accordingly to ensure appropriate, effective and safer use of electronic communications and associated devices.

It is therefore essential that we:

- Teach children about safeguarding
- Safeguard children from potentially harmful and inappropriate online material.
- Ensure that appropriate filters and appropriate monitoring systems are in place; so that children are not able to access harmful or inappropriate material via the school's IT system.
- Ensure that systems are in place that will identify children accessing, or trying to access harmful and inappropriate content online.
- Are careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

To ensure that our online safety arrangements are robust, **Hanwell Fields Community School** has personalised and localised the **United Learning Online Safety (e-Safety) Policy Template, June 2016**. **Which can be found in full by following this link.**

Hanwell Fields Community School is further committed to doing its utmost to ensure robust Online Safety (e-Safety) procedures by complying with procedures set out in the following additional policy and procedural documents:

- [United Learning Filtering, Monitoring and Reporting Policy, September 2016](#)
- [United Learning Electronic Devices Search Policy, September 2016](#)
- [United Learning Mobile Devices and Phone Policy, September 2016](#)
- [United Learning Social Media Policy, September 2016](#)
- [United Learning Use of Images Policy, September 2016](#)

4.4 Prevent Duty

Hanwell Fields Community School recognises its responsibilities in relation to the Prevent duty (July 2015). All staff are asked to complete the DFE On Line PREVENT Awareness training. As a school we will refer any cases to the **Making a referral to Channel Team.0845 050 7666** & **Oxfordshire MASH (for a child)** or the **Social and Health Care Team (for an adult)**.

4.5 FGM Reporting Duty

Hanwell Fields Community School recognises its responsibilities in relation to the FGM reporting duty (October 2015). Please see flow chart in appendix 5 for information on reporting. All referrals will be made to the MASH team (as above)





4.6 Local Authority Safeguarding Services

4.6.1 Web Address for Local Procedures

Full local procedures on what to do if you have a concern are available at
<http://www.oscb.org.uk>

4.6.2 Contact Details for Local Services (Previously at 7.2)

Local Services	Contact Name	Address	Telephone	Email
Police	Paul Newman	Thames Valley	08458505505	
Local Safeguarding Children Board	Oxfordshire Safeguarding Children Board	Oxford	01865315843	osc@oxfordshire.gov.uk
Designated Officer(s) from the local authority	Alison Beasley	Oxford	01865315843	Alison.beasley@oxfordshire.gov.uk
Relevant front line social care teams	MASH Team	Oxford	08450507666	No referrals via email
Prevent/Channel	MASH Team	Oxford	0845050766	

4.7 Key Safeguarding Personnel

4.7.1 The Local Governor Body

Local Governing Body	
Name	Role
Andrew Lister	Chair of Governors
Yvonne Jones	Nominated Safeguarding Governor
The chair of governors and the nominated safeguarding governor can be contacted via the school office .	

4.7.2 The Safeguarding Team

<i>Schools are to amend and delete non-applicable positions from this table as required.</i>			
The Safeguarding Team			
Name	Role	Location	Contact Details
Harry Wall	Headteacher	HFCS	07545203818
Harry Wall	Designated Safeguarding Lead	HFCS	07545203818
Rachel Tumilty	Deputy Designated Safeguarding Lead	HFCS	01295 709583
Emily Gulliver	Pastoral Manager	HFCS	01295 709583
Fiona Pringle	Attendance Officer	HFCS	01295 709583
Rachel Tumilty	Family Liaison Officer	HFCS	01295 709583





4.7.3 Other Members of the Safeguarding Team

Other Key Staff			
Name	Role	Location	Contact Details
Emily Gulliver	Special Education Needs Manager	HFCS	01295 709583
Nikki Symington	Medical Needs Manager	HFCS	01295 709583
	School Nurse		
	Police Community Support Officer		
Annie Richards	Ladybirds Leader	HFCS	01295 709583
Steve Nutt	Bridges Leader	HFCS	01295 709583

And everyone else in the school - because safeguarding is everyone's responsibility.

4.8 Roles and Responsibilities of the Local Governing Body

The Local Governing Body and United Learning adhere to their responsibilities as set out in [Keeping Children Safe in Education, September 2016](#), Part 2: The Management of Safeguarding; and the [Prevent duty, July 2015](#).

Statutory responsibility does not pass to the Local Governing Body or any of its members; however it performs a vital role in monitoring compliance with the law, and the school's policies and procedures and challenging the school to ensure best practice is followed.

The Child Protection (Safeguarding) policy is reviewed annually by the School's Local Governing Body to ensure that it reflects local procedures. The policy is also reviewed and approved annually at a United Learning Group Board.

The Local Governing Body will:

- Require the Designated Safeguarding Lead to report on measures that are being taken to ensure compliance.
- Confirm annually in writing to United Learning and the Local Safeguarding Children Board that they have reviewed the school level policy against practice and that this has been discussed at a full Local Governing Body meeting.
- Ensure that it completes and returns the response for the school's annual Section 175 or 157 Safeguarding Audit to United Learning and to the Local Safeguarding Children Board, where this is a local requirement.
- Ensure that regular updates and at least annual safeguarding training, which includes Child Protection, Online Safety (e-Safety) and Prevent are delivered in accordance with Section 3.5 of this policy.

4.9 The Headteacher

The **Headteacher (H Wall)** of **Hanwell Fields Community School** will ensure that:

- The policies and procedures adopted by the United Learning Group Board and the Local Governing Body associated with protecting children are fully implemented, understood and adhered to by all staff. This includes the implementation of the [Prevent duty, July 2015](#); and the FGM reporting duty (31st October 2015).





- Regular updates and at least annual safeguarding training, which includes Child Protection, Online Safety (e-Safety) and Prevent are delivered in accordance with this policy.
- The nominated local Safeguarding Governor is made known to all staff.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities.
- 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 policies.
- All responsibilities assigned to the Designated Safeguarding Lead (or to the Deputy DSL in the absence of the DSL) for **Name of school** are fully carried out.

4.10 Roles and Responsibilities of the Safeguarding Team

At **Hanwell Fields Community School**:

- Our Safeguarding Team is committed to ensuring that we deliver effective and sound whole school safeguarding and child protection procedures in adherence with our policy.
- Through our procedures and training we will provide clear direction to staff and others about expected codes of behaviour in dealing with child protection issues.
- We ensure that child protection concerns and referrals are handled sensitively, professionally and in ways which prioritise the needs of the child.
- We receive and participate in supervision.

4.10.1 The Designated Safeguarding Lead/s

In line with [Keeping Children Safe in Education, September 2016](#) (Annex A) the Designated Safeguarding Lead (DSL):

- Is a senior member of staff.
- Is provided with dedicated time to carry out the duties intrinsic to the role.
- Takes lead responsibility for child protection; managing referrals, including any referrals made to Channel, in line with the Prevent duty; and in relation to FGM.
- Takes lead responsibility for the school's safeguarding programme and provides regular updates to raise awareness.
- Completes at least annual training, which includes Child Protection, Online Safety (e-Safety) and Prevent.

4.10.2 The Deputy Designated Safeguarding Lead/s

- Deputy DSLs are to be trained to the same standard as the DSL in order that they can cover for them at any time.
- Deputy DSLs are required to complete at least annual training, which includes Child Protection, Online Safety (e-Safety) and Prevent.





The above staff (4.10) work together as a team, supporting each other through consultation and challenge. The team regularly meets with the SG Governor and audit the school's practices annually.

4.11 Roles and Responsibilities of School Staff

Staff must ensure that they:

- Understand and comply fully with the school's policies and procedures.
- Attend at least annual appropriate safeguarding training, which includes Child Protection, Online Safety (e-Safety) and Prevent.
- Report concerns to the Designated Safeguarding Lead, the **Head Teacher**, or the Chair of Governors; as appropriate, dependent on the circumstances (see [Keeping Children Safe in Education](#), September 2016. This includes reporting any concerns related to any children who may be at risk of radicalisation or being drawn into terrorism/extremist activity.
- The mandatory duty to report 'known' cases of FGM under 18's which they identify in the course of their professional work. (from 31.10.15)
- Ensure that appropriate action is taken if a child is at immediate risk of harm.
This may include contacting social care or the police directly.

4.12 Site Security

- The school has a robust security of its site.
- There is a parameter fence that is checked and secure.
- We have automated gates for access that are locked down during the school day.
- The school has fobbed doors that are active when school is in use.
- All classroom external doors are lockable.
- The school has CCTV in action on car park and side of school, including playground.
- Intercom systems are phone and video allow visual on visitors.
- Our Reception procedures, as they relate to:
 - Visitors
 - Volunteers
 - Contractors
 - Supply Teachers and Agency Workers
 - Local Governing Body Members
 - United Learning, Central Office Staff; and United Learning Trustees
 - Protocols to ensure that that visiting speakers, whether invited by staff or pupils are suitably supervised. Include that all presentations are checked prior to them being delivered to children or staff.

All visitors are signed in and if working in the school are asked for identification of role and photo ID. On confirming DBS checks, visitors are issued green lanyards. Otherwise all visitors are issued Red Lanyards and are accompanied.

All lanyards have safeguarding procedures and DSL names on them for reference.

There is a visitor briefing document (see appendix)

4.13 Restraint

The school has a number of trained staff to support children that may cause harm to themselves or others. The school will use reasonable force if needed to prevent injury or harm in line with DFE Guidelines. (see Behaviour Policy).





If positive handling is used this is reported to parents and statements are written. If need risk assessments are written with parents for children that may display behaviours that will harm. These are monitored as part of the governance monitoring of the school.





Section 5: Induction and Whole School Training Materials

Annex A1: Keeping Children Safe in Education (September 2016)

For KCSIE Whole Document, [click here](#)

Annex A1.1 Keeping Children Safe in Education (September 2016) – Part One

For KCSIE Part One, [click here](#)

Annex A1.2 Keeping Children Safe in Education (September 2016) – Annex A

For Annex A, [click here](#)

Annex 2: [United Learning Annual Staff-Student Relationship Letter](#) and [Guidance](#) (September 2016)

Annex A3: [United Learning Annual Acceptable Use of IT Agreement](#) (September 2016)

Annex A4: [United Learning Online Safety \(e-Safety\) Policy](#) (September 2016)

Annex A5: [School's Behaviour Policy and/or Code of Conduct](#)

Annex A6: [United Learning Whistleblowing Policy](#) (February 2016)


Annex 7 [School's Children Missing Education Policy / Attendance](#)


Annex A8: Reporting a Concern Form

Image 1 – All staff are expected to report any safeguarding concerns using the school forms including the body map (image 2). Image 3 – Flow Chart for Safeguarding.





<p>SIXTH FORM CONCERN RECORD OF CONCERN</p> 	
STUDENT NAME:	
CLASS:	
DATE & TIME:	
COMPLETED BY:	
<p>CONCERN: (Please identify fact from options.) If disclosure, please state who was present and where possible use Child's own words. Attach any additional sheets or original notes.</p>	
<p>ACTION TAKEN: (e.g. discussion with Student/ Parent/ other staff member. Give reasons why this action was taken.)</p>	
<p>REMARKS:</p>	
<p>PLEASE PUT IN A SEALED NAMED ENVELOPE AND PASS ON TO EITHER HARRY WALL (HEAD TEACHER) OR RACHEL TUMILTY (SICLW).</p> <p>For advice when none of the above are available please contact either: Fiona Pringle - Behaviour and Attendance Officer Anna Richards - Ladybirds Manager Steve Nutt - Bridges Manager Cecilia Sherrington - Assistant SCoCo</p>	

 **Body Map**

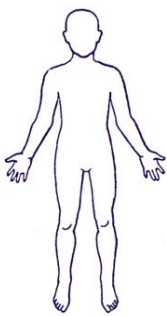
Name of Child _____ Class _____

Name of Person completing Form _____

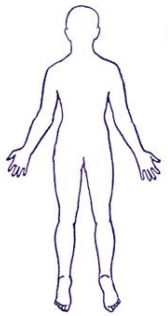
Date and time _____ Signature _____

Please indicate where injuries/marks are on the body.


FRONT

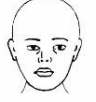


BACK




RIGHT





LEFT



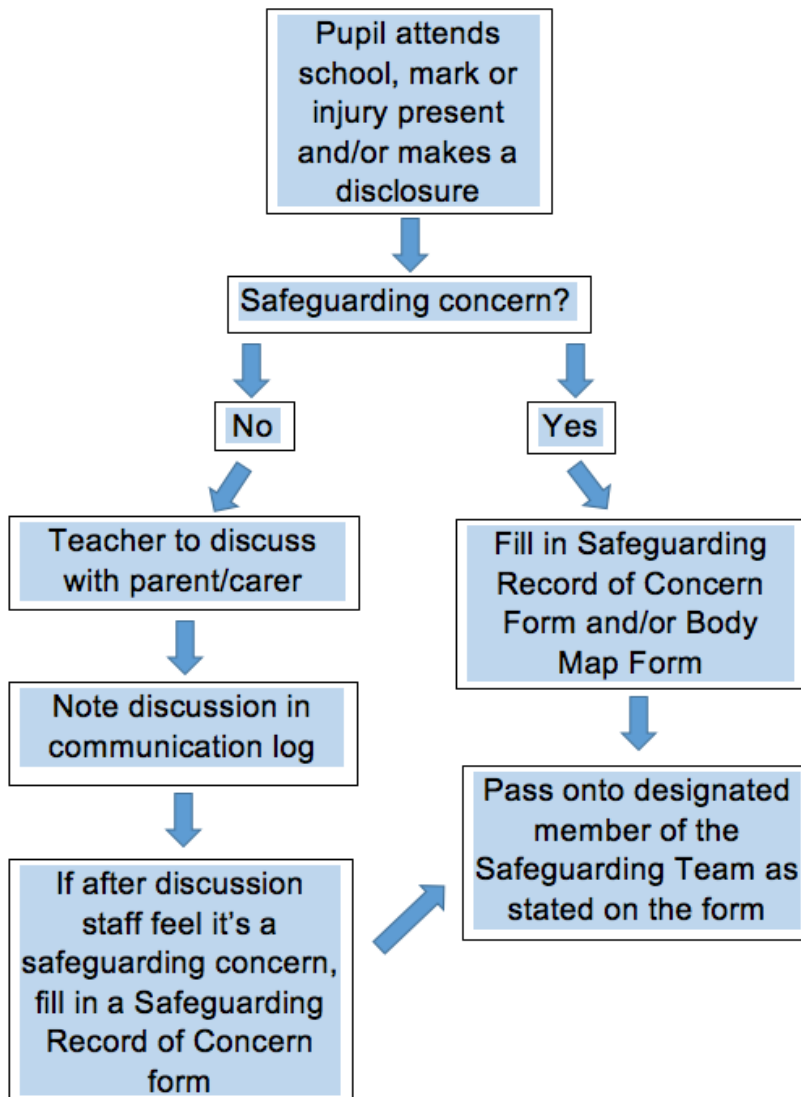
Comments regarding injuries/marks, eg colour, approximate size how caused if not a safeguarding issue. If safeguarding concern please attach to a Safeguarding Record of Concern Form with further details on how injury/marks were allegedly caused.





Safeguarding Pupils Policy Appendix

SAFEGUARDING CHILDREN REPORTING CONCERNS





Annex A10: Childcare Disqualification Requirements and Disclosure by Association

School Staff Disqualification Guidance and Declaration

In October 2014, the Department for Education (DfE) issued an [update](#) to its statutory guidance “Keeping Children Safe in Education”:

This update requires schools and other educational settings which provide care for pupils under the age of 8, to ensure that staff and volunteers working in these settings are not disqualified from doing so under the [Childcare \(Disqualification\) Regulations 2009](#)

A person may be disqualified through:

1. Having certain orders or other restrictions placed upon them
2. Having committed certain offences
3. Living in the same household as someone who is disqualified by virtue of 1 or 2 above (this is known as disqualification by association)

You are required therefore to sign the declaration below, confirming that you are not disqualified under those Regulations from working in this school.

If you fail to complete and return the form, this will be regarded as a disciplinary matter for staff, which may result in dismissal.

A disqualified person is not permitted to continue to work in a setting providing care for children under age 8, unless they apply for and are granted a [waiver](#) from OFSTED:

Please complete the following declaration and return to the Head Teacher by (INSERT DATE).





School Staff Disqualification Declaration

Name		Post	
Please circle one answer for each question			
Section 1 – Orders or other restrictions			
Have any orders or other determinations related to childcare been made in respect of you?		YES / NO	
Have any orders or other determinations related to childcare been made in respect of a child in your care?		YES / NO	
Have any orders or other determinations been made which prevents you from being registered in relation to child care, children’s homes or fostering?		YES / NO	
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in the Schedule 1 of the Regulations ?		YES / NO	
Are you barred from working with Children by the Disclosure and Barring Service (DBS)?		YES / NO	
Are you prohibited from teaching by the National College for Teaching & Leadership (NCTL)?		YES / NO	
Section 2 – Specified and Statutory Offences			
Have you ever been cautioned, reprimanded, given a warning for or convicted of:			
Any offence against or involving a child? (A child is a person under the age of 18)		YES / NO	
Any violent or sexual offence against an adult?		YES / NO	
Any offence under the Sexual Offences Act?		YES / NO	
Any other relevant offence?		YES / NO	
Further information available in Schedule 2 and Schedule 3 of the Regulations.			





<p>Have you ever been cautioned, reprimanded, given a warning for or convicted of any similar offence in another country?</p>	<p>YES / NO</p>
<p>Section 3 – Disqualification by Association</p>	
<p>To the best of your knowledge, is anyone in your household* disqualified from working with children under the Regulations? (*household – includes family, lodgers, house-sharers, household employees etc.)</p> <p><i>This means does anyone in your household have an Order or Restriction against them as set out in Section 1 or have they been cautioned, reprimanded, given a warning for or convicted of any offence in Section 2 or 3 of the Childcare (Disqualification) Regulations 2009?</i></p>	<p>YES / NO</p>
<p>Section 4 – Provision of Information</p>	
<p>If you have answered YES to any of the questions above you should provide details the below in respect of yourself, or where relevant the member of your household. You may supply this information separately if you so wish, but you must do so without delay.</p>	<p>YES / NO</p>
<p>Details of the order, restriction, conviction, caution etc. including dates and relevant court(s) body(ies) (give details below)</p>	
<p>You must also provide a copy of the relevant order, caution, conviction etc. In relation to cautions/convictions a DBS Certificate may be provided.</p>	
<p>Section 4 – Declaration</p>	





In signing this form, I confirm that the information provided is true to the best of my knowledge and that:	
I understand my responsibilities to safeguard children.	
I understand that I must notify my Head Teacher immediately of anything now or in the future that affects, or might affect, my suitability to work in the School, including any cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that would render me disqualified from working with children under the Childcare (Disqualification) Regulations 2009, replacement or similar legislation. Failure to notify will be a serious matter, considered as gross misconduct under the Disciplinary processes and could result in summary dismissal.	
Signed:	Date
Print Full Name:	





Annex A11: Meet the Safeguarding Team

The Designated Safeguarding Lead is:



Mrs Harry Paget-Wall Collins is located at:
Hanwell Fields Community School

The Deputy Designated Safeguarding Leads are:



Rachel Tumilty is located at:
Hanwell Fields Community School



Fiona Pringle is located at:
Hanwell Fields Community School



Emily Gulliver is located at:
Hanwell Fields Community School



Other people in the Safeguarding Team are:



Annie Richards is located at:
Hanwell Fields Community School
and responsible for: Ladybirds Nursery



Vicky Tomalin is located at:
Hanwell Fields Community School
and responsible for: Forest School / Bridges



Steve Nutt is located at:
Hanwell Fields community School
and responsible for: Bridges Afterschool Care



Yvonne Jones
Is responsible for: Governors





Annex A12: Reporting a Safeguarding Concern to United Learning (Template form for use by schools)

Note to schools:

- Please refer to *United Learning Safeguarding Children and Child Protection Policies and Procedures, at 1.4. Roles and Responsibilities of Trustees.*
- *The School's Designated Safeguarding Lead MUST complete the following form and submit it to the Principal / Head Teacher and to the Lead Safeguarding Officer for United Learning.*

Reporting a Safeguarding Concern to United Learning

Date:

Name of School:

Name of Designated Safeguarding Lead completing form:

Nature of Concern:

Delete/amend as applicable:

I am informing you that there has been an incident which:

- Could result in, or has resulted in, a strategic case meeting being called by a Designated Officer(s) from the Local Authority.
- Relates to a member of staff and, without prejudice to the case, the Designated Safeguarding Lead for the School judges may result in disciplinary action being taken.

Add any other essential information here: i.e. type of case (e.g. Child Sexual Exploitation) but do not include names of staff or children).



This form must be emailed to your **Principal /Head Teacher**, and to Fiona Lyon, Lead Safeguarding Officer, United Learning at fiona.lyon@unitedlearning.org.uk

Please call Fiona Lyon on 07889 645086 if you would like to discuss this case in confidence. Alternatively, she will contact you, on receipt of this form.





Annex A13 Safeguarding Training Log

Safeguarding Training Log – Academic Year 2016-17		
Attendees	Type of training provided	Date undertaken
Principal/Headteacher	Designated Safeguarding Lead	3/5/16
Designated Safeguarding Lead	Designated Safeguarding Lead	3/5/16
Deputy Designated Safeguarding Lead	Designated Safeguarding Lead	22/9/15
Senior Leadership Team	Safeguarding Pupils Briefing	1-2/9/16
Pastoral Leads	Designated Safeguarding Lead	7/2016
Whole School	Safeguarding Pupils Briefing	1-2/9/16
e-safety Lead	Safeguarding Pupils Briefing	1-2/9/16
P.E. staff	Safeguarding Pupils Briefing	1-2/9/16
Medical Needs Officer	Safeguarding Pupils Briefing	1-2/9/16
Paediatric First Aiders	Safeguarding Pupils Briefing	1-2/9/16
Health & Safety /COSHH	Safeguarding Pupils Briefing	1-2/9/16
EVC	Designated Safeguarding Lead	8/7/16
Chair of Governors	Safeguarding Pupils Briefing	1-2/9/16
Nominated Safeguarding Governor	Safeguarding Pupils Briefing plus DSL training	12/2015
Local Governing Body	Safeguarding Pupils Briefing	12/2015
Agency Staff /Peris.	Safeguarding via agency	
Volunteers	Safeguarding Pupils Briefing	As when required
Contractors	Safeguarding own training	
Other		



**Annex A14 Record of Meeting between DSL and Nominated Governor for Safeguarding –Template
Agenda for Meeting between DSL and Nominated Governor for Safeguarding**

Date: 26/9/16

Period covered: September 2016

Agenda Item	Update Provided:	Agreed Actions/Information to be provided to LGB:
SCR – compliance and sign off Any issues? Matters rectified?	YJO visited 26/9/16.	{Papercopy of the SCR to be printed off in case of internet down – 1 kept in locked draw)
Are any amendments required to CP policy due to legislative changes?	New policy updated and in place. Went to	
Has the policy on website been updated?		
Staffing (e.g. are there any new staff, updates in relation to personnel files, confirmation of checks on contractors etc.).		
Staffing – Number of allegations, any cases reported to the LADO?		
Numbers of children on plans (LAC, CP, CiN...)		
Numbers of children on EHC plans, number of SEN/D pupils.		
Numbers of children who currently have social care involvement/ or in receipt of Early Help.		
Numbers of children in receipt of Child and Adolescent Mental Health Service (CAMHS) or equivalent; any other cases of concern.		
Any serious incidents (include any incidents of self-harm, drugs, alcohol, pupils going missing, radicalisation etc. ...) (Provide numbers not details and confirm if risk assessment has been		





<i>established/updated following the incident).</i>		
Are there any trips, sporting fixtures, other events which require specific thought in relation to safeguarding arrangements?		
In relation to trips and visits, have any vulnerable children needed specific risk assessments in order to attend?		
Any planned safeguarding training in this period?		
Attendance summary – with particular reference to attendance of vulnerable pupils, and those that are PA.		
Progress of any pupils attending alternative provision (attendance/support provided/attainment).		
Exclusion data		
Site security (Have there been any breaches? If so, what action has been taken? <i>(This may be covered within H&S reporting).</i>		
Numbers and types of accidents etc. <i>(This may be covered within H&S reporting).</i>		
Where applicable: Any specific safeguarding issues related to Boarding?		
Other		
Other		





Section 6: Annex B - Supplementary Information

Annex B1: Useful Agencies

- Non-Emergency Police: 111
- www.samaritans.org - The Samaritans: 0845 790 9090
- www.childline.org.uk - Childline (This is the free helpline for children and young people in the UK. Children and young people can call 0800 1111 to talk about any problem)
- www.nspcc.org.uk - The NSPCC (National Society for the Prevention of Cruelty to Children is the UK's leading charity specialising in child protection and the prevention of cruelty to children)
- www.barnardos.org.uk – (Barnardos helps the most vulnerable children and young people transform their lives and fulfil their potential)
- www.ceop.police.uk - The Child Exploitation and Online Protection Centre
- www.thinkuknow.co.uk – CEOP's Thinkuknow (Information and age appropriate resources about protecting children from on line child exploitation and abuse)
- www.anti-bullyingalliance.org.uk- Anti-Bullying Alliance
- www.beatbullying.org - Beat Bullying
- www.safechild.org
- www.missingpeople.org.uk – 24 hr helpline for those who are thinking of running away

Any member of staff, pupil, parent or carer may report concerns or allegations about abuse at the school directly to Ofsted using the whistle-blower hotline on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm) or via whistleblowing@ofsted.gov.uk or by writing to: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD.





Annex B2: EYFS Information

Regulation	Details
ISI guidance E362 EYFS Regulation 3	Do the policy or procedures contain the designation of a practitioner to take lead responsibility for safeguarding children within the EYFS setting and liaising with local statutory children’s agencies as appropriate (<i>Ofsted currently allows this role to be assumed by a member of staff who does not specifically work within EYFS</i>)
ISI guidance E355 EYFS Regulation 3.8	Do the policy or procedures contain the statement that <i>“Ofsted will be informed - as soon as is reasonably practicable, but at the latest within 14 days - of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations”</i>
ISI guidance E355 EYFS Regulation 3.4	Does the policy include a sentence which states <i>“For details on the use of Mobile Digital Devices, which includes the use of mobile phones and cameras, please see the Mobile Devices and Phone policy (or whatever it is called in your school) which can be found in XYZ place”</i>
ISI guidance 115	Does the policy state that the school will not employ people to work in these settings if they or others in their household are disqualified? Note: disqualification includes: barred from working with children or cautioned, convicted or charged with a violent or sexual offence. DfE has advised that relevant convictions are not considered ‘spent’ in this connection. Note: It may be useful to include a copy of the Self-Declaration form as an appendix.