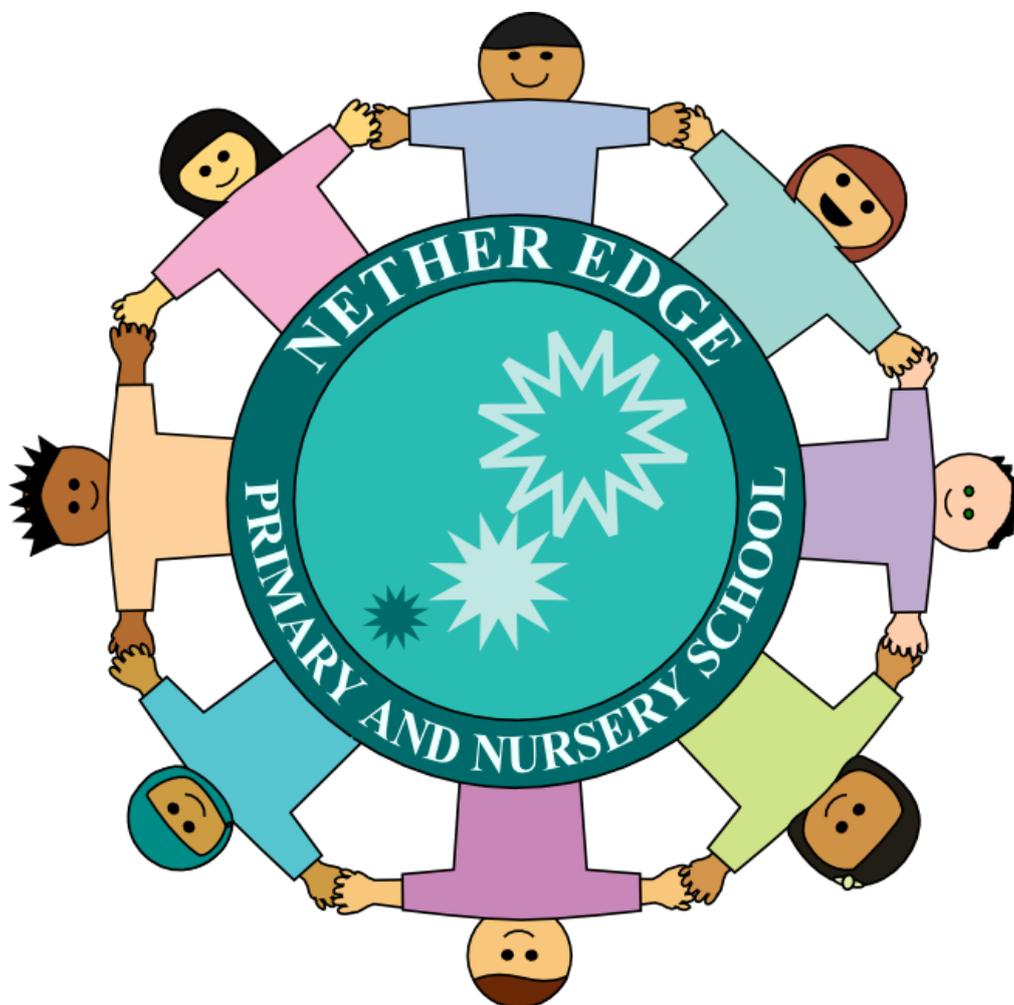


# Nether Edge Primary School



September 2019

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## **1. Safeguarding Aims at Nether Edge Primary School**

Every Mercia Trust school aims to ensure that its pupils are safe and happy. At Nether Edge Primary School we fully recognise our child protection duty is to ensure that:

- We create a culture of vigilance and swift and appropriate action is taken to safeguard and promotes children's welfare.
- Staff are fully aware of their statutory responsibilities in respect to safeguarding and are well trained in recognising and reporting safeguarding concerns.
- Our pupils are well equipped with the skills needed to keep themselves safe and recognise when they are at risk. (see Curriculum). We provide a safe environment in which children can learn and develop.

## **2. Legislation and Statutory Guidance.**

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(2019\)](#) and [Working Together to Safeguard Children \(2018\)](#). We comply with this guidance and the procedures set out by the [Sheffield Local Safeguarding Board](#).

The policy meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

It is underpinned by the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies & independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989 \(& 2004 amendment\)](#), which provides a framework for the care & protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism & Security Act 2015 with respect to protecting people from the risk of radicalisation & extremism.
- The [Childcare \(Disqualification\) Regulations 2009 & Childcare Act 2006](#), which set out who is disqualified from working with children.

### 3. Definitions

**Safeguarding and promoting the welfare of children means:**

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

**Child Protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

**Children** includes everyone under the age of 18.

### 5. Equality

Some children have an increased risk of abuse. For others additional barriers can exist with respect to recognising or disclosing it. We recognise children's diverse circumstances and ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers

- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of Female Genital Mutilation (FGM), child sexual exploitation (CSE), forced marriage, or radicalisation
- Are asylum seekers

In regard to children with SEN and disabilities, behaviour, mood, and injury may correlate to abuse not just disability therefore extra pastoral support is provided to ensure their safety and wellbeing.

## **6. Roles & responsibilities**

Safeguarding & child protection is **everyone's** responsibility. This policy applies to all staff, volunteers & governors in the Trust. Our policy and procedures also apply to extended school and off-site activities.

### **6.1 All staff**

All staff must read and understand part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2018](#), and review this guidance at least annually. All staff must be aware of:

- The systems which support safeguarding, including Nether Edge's Staff Code of Conduct, the role of the designated safeguarding lead (DSL) and all other safeguarding policies
- The early help process or common assessment framework and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as CSE, FGM & radicalisation

Section 8 and appendix 4 of this policy outline in more detail how members of staff are supported to do this.

## **6.2 The Designated Safeguarding Lead (DSL)**

Each school in the Trust has a DSL and deputy designated safeguarding leads (DDSLs) (see Nether Edge's school specific information appendix 6 for their names, job titles and contact details). The DSL takes lead responsibility for child protection and wider safeguarding. The DSL and the DDSLs are available to staff to discuss any safeguarding concerns.

If the DSL and the DDSLs are not available, the Head designate or most senior member of staff will act as cover (for example, during out-of-hours or holiday activities).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure & Barring Service and the police), and support staff who make such referrals directly
- Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who and when. Staff will be informed of relevant details only when the designated safeguarding lead feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.
- Once a CPOM alert has been raised, (Cpom's is the online software used at Nether Edge used to monitor safeguarding) the designated safeguarding lead will respond to it within one day and appropriate action will follow depending upon the nature of the disclosure.
- A safeguarding caseload file will be kept and updated when necessary.
- Separate child protection files will be created (Red- Child Protection, Orange- Child in Need, Yellow- School Concerns) regardless of whether formal child protection procedures have been initiated. For some children, this single record will be the only concern held for them over their time in the establishment. For others, further information may well be accumulated, often from a variety of sources, over time.

- Designated staff must keep detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the child.

The DSL will also keep the Headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate. The full responsibilities of the DSL are set out in their job description.

### **6.3 The Trust Board and CEO**

The Trust Board will approve this policy at each review.

The Trust Board will appoint a governor at Nether Edge Primary School to monitor the effectiveness of the policy in conjunction with the full governing board. This is always a different person from the DSL.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate (see appendix 3).

If an allegation is made against the CEO, the chair of the Trust Board will act as 'case manager'.

### **6.4 The Headteacher**

The Headteacher at Nether Edge Primary School is responsible for the implementation of the policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met in the Early Years Foundation Stage (EYFS)
- Making sure each child in the EYFS is assigned a key person

## **7. Confidentiality**

You will need to break confidentiality if, at any time, the health or safety of the person seeking help or any other person is at risk, for example:

- There is a disclosure or evidence of physical, sexual or emotional abuse or neglect
- Suicide is threatened or attempted
- There is disclosure or evidence of self-harm including drug or alcohol misuse
- There is evidence of mental illness
- Someone is receiving threats of violence or theft from peers

What to do if confidentiality needs to be broken:

- Inform the person seeking your help about the need to break confidentiality
- Explain that you have to pass on what you have heard to the DSL and let them know they can come with you to speak to the DSL
- Discuss the concern with the DSL immediately, preferably with the person's consent but make sure you do so even without consent
- The DSL will decide what action is needed and who needs to be informed. They will keep a written record of all action taken. Discuss with the person seeking help any action taken
- You may be able to continue to support him or her if you and the DSL think it appropriate
- If you are unsure as to whether to break confidentiality speak to the DSL. You do not have to give names but can explain the situation to check things through

You should note that:

- Timely information sharing is essential to effective safeguarding
- Information must be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm
- Never promise a child that you will not tell anyone about an allegation, this may not be in their best interests
- Confidentiality is also addressed in this policy with respect to record-keeping in section 12, & allegations of abuse against staff in appendix 3

## **8. Recognising abuse and taking action**

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding concern.

### **8.1 If a child is in immediate danger**

Make a referral to children's social care and/or the police immediately if a child is in immediate danger or at risk of harm. Anyone can make a referral. Tell the DSL as soon as possible if you make a referral.

## **8.2 If a child makes a disclosure to you**

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts & do not put your own judgement on it
- Record this information accurately (date and time of disclosure) on CPOM's.

## **8.3 If you discover that FGM has taken place or a pupil is at risk of FGM**

The Department for Education's Keeping Children Safe in Education 2019 explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

**Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty & teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL & follow the local safeguarding procedures.

**Any member of staff** who suspects a pupil is at risk of FGM must speak to the DSL and follow our local safeguarding procedures.

#### **8.4 If you have concerns about a child (as opposed to a child being in immediate danger)**

If you have concerns about a child's welfare and the child is not in immediate danger, CPOM your concerns and where possible, speak to the DSL and await further actions.

#### **8.5 Early help**

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

#### **8.6 Referral to the local authority**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

#### **8.7 Child protection conferences**

If a Child Protection Conference is called following an investigation it is essential that the school is represented by someone who has informed knowledge of the child. This would normally be the DSL. It may be appropriate for other staff involved with the child in the school to attend but this should only be on a need to attend basis.

Parents will usually be invited to attend Child Protection Conferences and will have access to any written report. If a member of staff has information that they feel unable to share with the parents or carers, they should contact the chair of the conference prior to the meeting.

### **8.8 Monitoring children who are subject to a Child Protection Plan (CPP)**

If at the Child Protection Conference it is decided that a child is at risk of significant harm then the child will be made the subject of a Child Protection Plan (CPP). The school will be officially notified and given the name of the key worker who will be a Social Worker from the Local Authority in which the child lives.

It is particularly important to keep a careful watch on the attendance and well-being of pupils who are the subject of CPPs. The key worker must be notified as soon as attendance breaks down or if there are other concerns as discussed and agreed at the Child Protection Conference and specified in the Child Protection Plan. There must be close and continuous liaison with the key worker, which may include attendance at core group and other meetings.

### **8.9 If you have concerns about extremism**

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying & supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

### **8.10 Concerns about a staff member or volunteer**

If you have concerns about a member of staff or volunteer, speak to the Headteacher. If you have concerns about the Headteacher, speak to the chair of governors (Ashfaq Khan).

You can also discuss any concerns about any staff member or volunteer with the DSL.

The Headteacher, chair of governors or DSL will then follow the procedures set out in appendix 3, if appropriate.

### **8.11 Allegations of peer on peer abuse**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under each school’s behaviour policy, but this child protection & safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation on CPOM’s immediately, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow their advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved –both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children & adolescent mental health services (CAMHS), if appropriate

We reduce the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

- Ensuring each school's curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## **9. Notifying parents**

We discuss any concerns about a child with the child's parents unless we are advised otherwise. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will notify the parents of all the children involved unless we are advised otherwise.

## **10. Mobile phones and cameras**

Staff are allowed to bring their phones to school for personal use during non-contact time when pupils are not present. Staff members' personal phones must remain in their bags or cupboards during contact time with pupils. Staff do not take pictures or recordings of pupils on their personal phones or cameras.

We follow the [Data Protection Act 2018](#) when taking and storing photos and recordings for use in the school. Parents or guardians give permission on admission to the school for photos recording to be taken of their child.

## **11. Complaints and concerns about school safeguarding practices**

### **11.1 Complaints against staff**

Complaints against staff that are likely to require a child protection investigation are handled in accordance with procedures for dealing with allegations of abuse against staff (see appendix 3).

### **11.2 Other complaints**

Please refer to The Mercia Trust complaints policy.

### **11.3 Whistle-blowing**

Please refer to The Mercia Trust whistle blowing policy.

## **12. Record keeping**

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If in any doubt about whether to record something, discuss it with the DSL.

If the DSL feels it appropriate further information will be gathered using an FCAF (Family Common Assessment Framework), which will provide a full history of all family members.

Non-confidential records must be easily accessible & available. Confidential information and records are held securely and only available to those who have a right or professional need to see them.

When children change schools it is essential that their full records are transferred so that it can be ensured that they receive appropriate curriculum and teaching support at their new school and so that any concerns about their welfare are known about and monitoring undertaken. The DSL will coordinate transition meetings and complete handovers.

When a child joins the school full records will be requested and similarly, where a pupil moves to another school or local authority area, records will be passed on. Full records of actions taken are kept in relation to cases where pupils change school. These records are used for reference if any issues subsequently arise in relation to the whereabouts of the child & the steps taken by the school at the time when the child moved.

Records related to concerns about the wellbeing of a child should be sent separately from the academic records in a sealed envelope marked private and confidential to the DSL at the receiving school. A full copy of these particular records should always be retained by the sending school and kept locked in a secure location in the event of a query being received at a future date. School should sign and date the record to say they have received information.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

### **13. Training**

**13.1 All staff** members undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training is regularly updated and is in line with advice from the Sheffield Safeguarding Children Board. All staff will also complete online 'Hays' training.

All staff have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff also receive regular safeguarding and child protection updates (for example, through emails & staff meetings) as updates occur, but at least annually.

Volunteers receive training on induction.

#### **13.2 The DSL & DDSLs**

The DSL & DDSLs undertake child protection and safeguarding training at least every 2 years.

In addition, they update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They also undertake Prevent awareness training.

#### **13.3 Governors**

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

#### **13.4 Recruitment interview panels**

At least one person on any interview panel for a post at the school will have undertaken safer recruitment training. This covers, as a minimum, the contents of the

Department for Education's statutory guidance, Keeping Children Safe in Education. It will also be in line with local safeguarding procedures.

### **13.5 Staff who have contact with pupils and families**

All staff have regular 1-1s which provide them with support, coaching & training, promote the interests of children and allow for confidential discussions of sensitive issues. Weekly inclusion meetings take place to keep key people up to date and vulnerable children are identified.

### **14. Monitoring arrangements**

This policy will be reviewed annually by the Trust in consultation with Headteachers. At every review, it will be approved by the full governing board.

### **15. Links with other policies**

This policy links to the following policies and procedures:

- Whistleblowing policy
- Behaviour & Anti-bullying policy
- Staff Code of Conduct
- Complaints Procedure
- Health & Safety policy
- Attendance policy
- Online Safety policy
- Sex & Relationship Education policy
- Medical Needs policy including Intimate Care
- Educational Visits policy
- Acceptable Usage policy.

## **Appendix 1: Types of Abuse**

**From statutory DfE guidance Keeping Children Safe in Education 2019**

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Emotional abuse** 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children.
- These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing & touching outside of clothing
- 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.

**Neglect** is 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:

- Provide adequate food, clothing & shelter (including exclusion from home or abandonment)
- Protect a child from physical & emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

We record all information on the checks carried out in each school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements & best practice in retaining copies of these checks, as set out below.

### **Appointing new staff**

When appointing new staff, we:

- Verify their identity
- Obtain an enhanced Disclosure & Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below).
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental & physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment & for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, & criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history & check that information is not contradictory or incomplete

We seek references on all short-listed candidates, including internal candidates, before interview. We scrutinise these and resolve any concerns before confirming appointments.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Disqualification by association under the Childcare Act (2006) (as amended 2018). Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once & regardless of whether they are supervised or not

### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant
- offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria & Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency & third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors & their staff on arrival at the school.

### **Trainee teachers**

Where trainee teachers are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are unsalaried, we obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the Disqualification by Association under the Childcare Act (2006) (as amended, 2018)

### **Volunteers**

We:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Always obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Disqualification by Association under the Childcare Act (2006) (as amended 2018. Where we decide that an individual falls outside of the scope of these regulations & we do not carry out such checks, we retain a record of our assessment. This includes our evaluation of any risks & control measures put in place, and any advice sought

### **Trustees & governors**

All trustees & governors have an enhanced DBS check with barred list so that they can take part in activities with pupils in each school. The chair of the Trust Board will have their DBS check countersigned by the secretary of state.

All trustees & local governors will have the following checks:

- Section 128 direction
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **Adults who supervise pupils on work experience**

When organising work experience, we ensure that policies and procedures are in place to protect children from harm.

We also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

### **External Speakers**

We encourage the use of external agencies or speakers in our schools to enrich the experiences of pupils. We vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences to ensure that we do not unwittingly use agencies with messages that are inconsistent with, or are in complete opposition to, the Trust's values and ethos.

## **Appendix 3: Allegations of abuse made against staff**

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching & historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

#### **Procedures to follow if an allegation is made against a member of staff**

If an adult in school receives an allegation of harm by a member of staff towards a child or young person, the allegation:

- Must be reported immediately to the Headteacher (not the DSL unless they are the same person)
- If the allegation is against the Headteacher it must be reported immediately to the Chair of Governors
- Must not be discussed with anyone else in the school or elsewhere, unless required to do so as part of an investigation or given permission to do so by the Headteacher
- Must be investigated under the procedures as set in the DFE statutory guidance 'Keeping children safe in education' 2019
- All such allegations will be discussed immediately with the Safeguarding Sheffield Children Advisory Service (2053535), who act on behalf of the Local Authority Designated Officer (LADO).
- The employer and the LADO will plan the best course of action to investigate the allegation and decide which other parties to involve where appropriate, e.g. Police, HR, etc.

The purpose of these procedures is to:

- Improve consistency of reporting and investigation across all agencies

- Enable long term recording of allegations and outcomes for the benefit of the child, young person and adults involved
- Enable the Advisory Service to monitor allegations and determine if there are general issues to address Nether Edge Primary School follows the statutory guidance as set out in 'Keeping children safe in education' DFE 2019

## **Appendix 4: specific safeguarding issues**

### **Children missing from education**

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We follow procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual or criminal exploitation, and to help prevent the risks of going missing in future. This includes:

- Making sure the school holds at least 2 emergency contact numbers for each pupil
- 1st day - call parent and leave a message if a child is absent without the parent or guardian having informed the school. Check siblings are in school. Conduct a home visit if the child is on the vulnerable child list.
- 2nd day – call emergency contacts for the child
- 3rd day - home visit
- If the child is considered to be at risk in any way, these steps will be escalated
- Informing the local authority if a child leaves the school without a new school being named
- Sharing information with the local authority when removing a child's name from the admission register at non-standard transition points

Staff are trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM & forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team and the police, if the child is in immediate danger or at risk of harm.

## **Domestic abuse**

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL or DDSLs should be aware of contact details and referral routes in to the Local Housing Authority so they can raise or progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

## **Child criminal exploitation or 'county lines'**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and

exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years
- Can affect any vulnerable adult over the age of 18 years
- Can still be exploitation even if the activity appears consensual
- Can involve force and/or enticement-based methods of compliance and is often
- accompanied by violence or threats of violence
- Can be perpetrated by individuals or groups, males or females, and young people or adults
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating & degrading sexual assaults, but does not always involve physical contact & can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser & may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team & the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation

- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs &/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

### **Sexual violence and sexual harassment between children**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

### **So-called 'honour-based' violence**

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. The DSL makes sure that staff members have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 8.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother or other family member disclosing that FGM has been carried out
- A family or pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional & psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period

- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) or attending a travel clinic or equivalent for vaccinations & anti-malarial medication

The above indicators & risk factors are not intended to be exhaustive.

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full & free consent of one or both parties & where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional & psychological.

Staff will receive training around forced marriage & the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim & only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure & private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure & private place
- Activate the local safeguarding procedures & refer the case to the local authority's designated officer
- Seek advice from the [Forced Marriage Unit](https://www.gov.uk/government/organisations/forced-marriage-unit) on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the pupil to an appropriate adult for support

### **Preventing radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism & forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, & mutual respect and tolerance of different faiths & beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training & make sure that members of staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board & local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate & charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories & feelings of persecution
- Changes in friendship groups & appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family & friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies & groups, or justification of their actions
- Accessing extremist material online, including on social media site e.g. Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters & joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal children's behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If a member of staff is concerned about a pupil, they will follow our procedures set out in section 8.9 of this policy, including discussing their concerns with the DSL. Staff should always take action if they are worried.

### **Checking the identity & suitability of visitors**

All visitors are required to verify their identity to the satisfaction of staff and if asked, to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, admin staff check their credentials and reason for visiting before allowing them to enter the building. Visitors should be ready to produce identification.

Visitors are expected to sign in using the visitors' log in and book & wear a visitor's lanyard.

All visitors to our setting, including visiting speakers, are accompanied by a member of staff at all times. We do not invite into the school any speaker who is known to disseminate extremist views, & will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

### **Non-collection of children**

Where children are uncollected at the end of the school day and there is serious concern about safeguarding their welfare (as opposed to children where the parents are just late in collecting them) then it is essential that the protection of the welfare of the child is the priority.

Where parents or carers do not collect a child from school on time staff should make a record of this on CPOMs. If the problem is repeated then the parents or carers should be asked to cooperate in the completion of an assessment on the FCAF form, so that the school can work with the parent or carer to find solutions to the problem.

If the parent or carer has contacted the school to explain reasons for lateness then the school should make arrangements for the child to be able to safely remain in school to allow time for the parent or carer to get there or for her/him to arrange for another, known, responsible adult to collect their child.

In the event that there is no contact at all from the parents or carers or there is good reason to believe that the parent or carer would not be in a fit state to look after their child & there is serious concern about safeguarding their welfare (as opposed to children where the parents are just late in collecting them), staff should telephone the Child Protection Advice Line to get advice.

### **Parents arriving to collect a child when affected by alcohol or substance abuse**

If when a parent or carer arrives at a school to collect their child it is thought that they are suffering from the adverse effects of misuse of alcohol or other substances, a decision needs to be taken regarding whether the child's safety may be placed at risk by releasing the child to the parent or carer. Parents or carers cannot normally be prevented from taking their own children but if it is believed that the child would be placed at serious risk then the Head designate can intervene to ensure the child's safety. The Head designate could try to reason with the parent or carer and, for example, could assist the parent or carer in contacting another adult who is in a suitable position to collect and look after the child.

The event should be recorded on CPOM's. If this is a situation that occurs regularly, the DSL would complete a full FCAF form with the parent and possibly get help for them from local drug and alcohol services.

If a school feels the child is at risk of significant harm from the parent or carer then they should immediately telephone the Child Protection Advice Line to get advice or the Children's Social Care out of hours team or the police if after normal office hours.

### **Missing pupils**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Ring three bells immediately
- Search the school building & grounds
- Inform the most senior member of staff at the time
- Contact the child's parent or carer
- Contact the police if deemed necessary

## **Appendix 5: Guidance on recording & reporting suspected abuse**

The following information may be useful to record:

- Behaviour or emotional state and any changes
- Relationship with other children and staff
- Attendance
- Appearance and dress, particularly if there are concerns about neglect
- Any comments, drawings or accounts of family life or parental behaviour
- Any injuries or marks to the body, showing location, date and explanations for the injury.

Any unexplained injury should be discussed with the designated teacher

- Records should be stored securely and separately from the child's academic records
- When you report suspected abuse the designated teacher or social worker will need to know:
- What your concern is
- How and why your concerns have arisen. What you have seen or heard to make you believe the child is at risk from abuse
- If anyone else shares your concern or has other concerns
- The child's name, age, ethnicity, gender and any disability or special needs
- If any other agencies or professionals are involved with the child
- If you have discussed your concerns with parents and how they responded
- What the child wants to happen next (if they have confided that to you)

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## **Appendix 6 Nether Edge Primary School Specific Information.**

### **Safeguarding Team at Nether Edge Primary School**

**Headteacher : Mrs Michele Nott-** Responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.

**Designated Safeguarding Lead: Ms Homaira Ibrahim-** Senior member of staff responsible for dealing with safeguarding issues, providing advice and support to other members of staff, liaising with the local authority and other agencies.

**Designated Safeguarding Deputies: Mrs Michele Nott, Miss Sara Ahmed, Mr Liam Morris-** Deputises for DSL.

**Child Sexual Exploitation (CSE) Lead: Ms Homaira Ibrahim -** support for pupils & staff to understand CSE & related topics & how to refer

**E Safety Officer: Ms Homaira Ibrahim-** Develops and maintains an e-safe culture within the school.

**Designated LAC Teacher: Mrs Michele Nott-**Promotes the educational achievement of children who are 'looked after'.

**SENCo: Ms Homaira Ibrahim-** Provides advice and support to staff, families and other agencies working with children with special education needs and their families.

**Learning Mentor:** Mr Liam Morris-develops strategies & support to help pupils achieve their full potential

**Early Years Foundation Stage (EYFS) Lead: Mrs Harriet Stevenson-** supports staff to keep pupils up to 5 years old safe and well

**Medical Practitioner: Mrs Helen Clarkson-** supports pupils medical needs, ill health absence, medicines & individual healthcare plans

**Chair of Governors: Mr Ashfaq Khan**

**Safeguarding Governor: Mrs Collette Rehman-**Reviews the safeguarding policies and procedures and remedies any deficiencies or weaknesses in regard to child protection arrangements.

## **Appendix 7: Links with other Policies**

The Child Protection policy has obvious links with the wider Safeguarding agenda and staff and governors should always be aware of the impact this policy has on other related issues. For example, when agreeing or reviewing a policy for child protection, links should be made with a range of other guidelines and procedures:-

- Educational visits
- Health & Safety
- Behaviour
- Anti-Bullying
- Confidentiality
- Care, Control & Restraint
- Attendance
- Safer Working Practice
- Forced Marriage
- Child Sexual Exploitation
- Children as Young Carers
- Inclusion & SEN
- Children in Public Care
- PSHCE
- Children Missing Education
- Female Genital Mutilation
- E-Safety
- Guidance on Exclusions
- Preventing Radicalisation
- Private Fostering

### **Early Years Foundation Stage (EYFS)- In accordance to The Statutory Framework For Early Years (section 3 -2017)**

[https://www.foundationyears.org.uk/files/2017/03/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

This policy and all policies related to it also applies to the Early Years Foundation Stage (EYFS). The following are specific EYFS requirements that we adhere to:

- i) designate a practitioner to take lead responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate (See designated safeguarding officer below and safeguarding procedure)
- ii) for registered settings, inform Ofsted 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;
- iii) for registered settings, inform Ofsted of the above (via ISI Office), as soon as is reasonably practicable, but at the latest with 14 days (see also allegations of abuse procedure).

