

LANGDON PRIMARY SCHOOL

Safeguarding Policy

Reviewed Spring 2019

Agreed by the Governing Body 12.2.19

Due for review Spring Term 2020

Safeguarding Policy

1 Introduction

- 1.1 The health, safety and welfare of all our children are of paramount importance to all the adults who work or are involved in the work of our school. All adults have a moral and statutory responsibility to safeguard and protect the welfare of all children with their best interests at the centre of our work. Our children have equal rights to protection, regardless of age, gender, race, culture, language, religion, sexual identity or ability/disability. They have a right to feel safe, secure and respected in our school.
- 1.2 We are alert to the signs and symptoms of abuse and neglect and follow our policies and procedures to ensure that children receive effective support, protection and justice.
- 1.3 "Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education." (Inspecting safeguarding in early years, education and skills settings, Ofsted, September 2018). Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

- 1.4 In our school, we respect children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable children to take and make decisions for themselves. Children are encouraged to talk openly and to feel confident that they will be listened to and have their wishes and feelings taken into account.
- 1.5 We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress. We also recognise that children who are abused or who witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. For all children, but particularly for those where this is the case, we strive to ensure that our school is their stable, secure and predictable element in their lives.
- 1.6 Our teaching of personal, social and health education and citizenship helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations including online, and how to behave in response to them.
- 1.7 We know that the internet and associated devices, such as computers, tablets, mobile phones and games consoles, are an important part of everyday life. We believe that online safety is an essential part of safeguarding and acknowledge our duty to ensure that all learners and staff are protected from potential harm online.

- 1.8 This policy covers all access to the internet and use of technology, including personal devices and setting issued devices for use off site, such as lap tops, tablets or mobile phones.
- 1.9 Section 175 of the Education Act 2002 requires governing bodies and LAs to make arrangements to safeguard and promote the welfare of all children who are pupils at a school. Such arrangements will have to have regard for any guidance issued by the Secretary of State. This policy takes account of the requests in the Children Acts 1989 and 2004, the statutory guidance documents 'Working together to Safeguard children' (2018) and 'Keeping Children Safe in Education' (2018), Kent and Medway Online Safeguarding Procedures (2016), the Early Years and Foundation Stage Framework 2017, Ofsted guidance on 'Inspecting safeguarding in early years, education and skills settings' (2018), the Framework for the Assessment of Children in Need and their Families' (2000) and the guidance from the Kent Safeguarding Children Board (KSCB). These safeguarding policies are available from the school upon request or can be accessed via the school website www.langdonprimaryschool.co.uk.
- 1.10 There are four main elements to our Safeguarding Policy:
- **PREVENTION** eg. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures
 - **PROTECTION** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns
 - **SUPPORT** for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm
 - **WORKING WITH PARENTS AND OTHER AGENCIES** to ensure appropriate communications and actions are undertaken
- 1.9 The procedures contained in this policy apply to all staff (including temporary staff, students and volunteers) and governors and are consistent with those of the Kent Safeguarding Children Board (KSCB).

2 Aims and objectives

- 2.1 Our aims are to:
- Maintain children's safety and welfare as our paramount concern;
 - Provide a safe and secure environment for children to access and learn in;
 - Establish what actions the school can take to ensure that children remain safe, at home as well as at school;
 - Raise the awareness of all staff to these issues, ensuring they are able to recognise the signs and symptoms of abuse and to define their roles and responsibilities in reporting possible cases of abuse;
 - Identify children who are suffering, or likely to suffer, significant harm and monitor their progress and wellbeing;
 - Ensure effective communication between all staff on safeguarding issues;
 - Set down the correct procedures for those who encounter any safeguarding issue, including the keeping of confidential records which will be securely stored or appropriately shared with relevant other professionals;
 - Ensure that the curriculum includes social and emotional aspects of learning;

- Ensure that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might or can talk to;
- Safeguard and protect adults and children online and to identify approaches to educate and raise awareness of online safety throughout our community
- Enable all staff to work safely and responsibly, to role model positive behaviour online and to manage professional standards and practice when using technology;
- Work with parents to ensure understanding of the school's responsibility to ensure the welfare of children including the need for referral to other agencies where appropriate;
- Work effectively with other agencies.

3 Recognition and definitions of safeguarding and of abuse

3.1 "Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety." (Inspecting safeguarding in early years, education and skills, Ofsted, September 2016).

3.2 Our safeguarding policy will be reviewed on an annual basis by the Governing Body.

3.3 The school acknowledges that this policy will incorporate a range of specific safeguarding issues including (but not limited to):

- Bullying (including cyberbullying)
- Children and the Court System
- Children Missing Education
- Children Missing from Home or Care
- Children with Family Members in Prison
- Child Criminal Exploitation (County Lines)
- Child Sexual Exploitation
- Domestic Abuse
- Drugs and Alcohol Misuse
- Fabricated or induced illness
- Faith Abuse
- Female Genital Mutilation
- Forced Marriage
- Gangs and Youth Violence
- Gender Based Abuse and violence against girls and women
- Hate
- Homelessness
- Honour Based Abuse
- Human Trafficking and Modern Slavery
- Mental Health
- Missing Children and Adults
- Online Safety
- Peer on Peer Abuse
- Prevent Duty
- Private Fostering
- Relationship Abuse
- Sexual Violence and Sexual Harrassment by Children
- Youth Produced Sexual Imagery or 'Sexting'

- 3.4 Other school policies and local and national guidance deal with specific aspects of safeguarding and should be read in conjunction with this policy to give a full and accurate picture of our safeguarding portfolio.
- 3.5 Every member of staff recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.
- 3.6 Abuse takes a variety of forms. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm.
- 3.7 All staff should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse which are outlined in detail in 'Keeping Children Safe in Education' (2016):
- Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- 3.8 Staff should also be aware of other situations where children may be vulnerable. In particular staff should familiarise themselves with current concerns with regard to children missing education, child sexual exploitation (CSE), honour based violence, female genital mutilation (FGM) and radicalisation or involvement in extremist behaviour. Further information is available from the school Designated Safeguarding Lead and can be found at the Kent Safeguarding Children Board's (KSCB) website or on Kelsi. For information regarding radicalisation or extremist behaviour staff should visit the *Educate Against Hate* website at <http://www.educateagainsthate.com>.
- 3.3 Staff should refer to Part One of 'Keeping Children Safe In Education' and 'What to do if you are worried a child is being abused'.

Staff need to remember that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of honour based abuse, including forced marriage, and female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

- 3.4 The warning signs and symptoms of child abuse and neglect can vary from child to child. Children with special educational needs and/or disabled children may face additional safeguarding challenges and be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may not always outwardly display indicators of abuse and may have speech, language and communication needs which may make it difficult to tell others what is happening. Staff are encouraged to appropriately explore possible indicators of abuse and not assume that they are related to the child's individual needs or disabilities. Children also develop and mature at different rates so what

appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

4 Responsibilities

- 4.1 The named person designated as the Designated Safeguarding Lead (DSL) is Lynn Paylor Sutton. Emma Keem is the deputy DSL. The named governor is Mrs Dorcas O'Dell. The DSL and named governor for safeguarding are guided by two principles:
- The welfare of the child is always paramount.
 - Confidentiality should be respected as far as possible.
- 4.2 The nominated governor for safeguarding will take the lead role in ensuring that the school has an effective policy which interlinks with related policies; that national and locally agreed procedures are in place and being followed and that the policy and structures supporting safeguarding children are reviewed and evaluated annually and that areas of strength and for improvement are identified.
- 4.3 It is the responsibility of the headteacher to ensure all of the following:
- that school leaders, including the governing body, undertake appropriate risk assessments and adopt policies and procedures to safeguard children and adults in the school, including ensuring online safety;
 - that these policies are implemented by all staff;
 - that sufficient resources and time are allocated for staff to carry out their responsibilities effectively;
 - that the school's agreed curriculum enables all learners to develop an age appropriate understanding of personal and online safety;
 - That all staff and adult helpers in the school are able to voice their concerns through robust and easily accessible reporting channels (including internal, local and national support) if they feel that anyone is vulnerable or if there are particular practices that are unsafe.
- 4.4 A key role of the DSL is to be fully conversant with the procedures of the Area Child Protection Committee (ACPC), and to ensure that the school takes action to support any child who may be at risk. The DSL must also make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to safeguarding and child protection. The DSL will work closely with Social Services, as well as the ACPC, when investigating any allegations of abuse. All parties involved will handle such investigations in a sensitive manner, remembering all the time that the interests of the child are of paramount importance.

The DSL has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. This includes:

- Acting as a consultant for staff to discuss concerns

- Make immediate and on-going assessments of potential risk and decide upon necessary actions to safeguard individuals in the immediate term and to influence the educational response, policies and procedures in the longer term
 - Maintaining a confidential recording system including actions taken
 - Coordinating safeguarding action for individual children
 - Liaising with, and referring to, outside agencies and professionals
 - Ensuring appropriate representation at inter-agency safeguarding meetings at all levels
 - Managing and monitoring the school's part in Early Help, Child in Need and Child Protection planning and ensuring procedures for such interventions are followed
 - Organising staff safeguarding and online safety training and induction
 - Ensuring that online safety is promoted to parents, carers and the wider community
- 4.5 The DSL will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibilities.
- 4.6 The DSL and deputy DSL will undergo appropriate and specific training (to KSCB standards) to provide them with the knowledge and skills required to effectively carry out their role every two years but will keep up to date with relevant changes or developments in the meantime.
- 4.7 **Everyone** who comes into contact with children and their families has a responsibility to and a role to play in safeguarding children. Our school is part of a wider safeguarding system for children and, as such, all staff have a responsibility to understand safe professional practice, to adhere to our policy and codes of conduct and to provide a safe environment in which children can effectively learn.
- 4.8 Staff must report to the headteacher or DSL any concern they have about the vulnerability or safety of any child in their care, including those who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. They should maintain an attitude of 'it could happen here' with regard to safeguarding and always act in the best interests of the child. Staff must take appropriate action to identify safeguarding risks, provide help where appropriate and reasonable, to prevent safeguarding concerns from escalating and work with other services to support children, as needed.
- 4.9 All staff are provided with a copy of Part One of the DfE guidance 'Keeping children Safe in Education', of the School Handbook and of acceptable use of technology guidelines and should ensure that they have read these key documents. They have easy access to school safeguarding, or related, policies online and in paper form in the school staffroom.
- 4.10 Staff must ensure that they model good practice when using technology and that they maintain a professional level of conduct in their personal use of technology, both on and off site.
- 4.11 They should take personal responsibility for their own professional development in order to have an awareness of online safety issues, of how they may impact on children and of actions they should take in response to and in order to reduce the possibility these, including via curriculum.
- 4.12 Pupils of the school should ensure that they take responsibility for keeping themselves and others safe, including online, and that they seek help from a trusted adult if they have a concern about themselves or others.

- 4.13 Parents and carers should encourage their children to adhere to our policies and procedures in order to keep safe. They should act as good role models in all aspects of life, including how they use technology, the internet, social media and gaming. They should support our safety approaches through discussion issues with their children and by reinforcing appropriate and safe practices at home, including safe use of the internet. Parents should identify and inform us of changes in behaviour that could indicate that their child is at risk of harm and where appropriate seek help or support from the school and/or other agencies. Parents are encouraged to take responsibility for their own awareness in relation to the risks and opportunities posed by new and emerging technologies.
- 4.14 All members of the community are made aware of our expectations regarding safe and appropriate behaviour online and the importance of not posting any content, comments, images or videos which could cause harm, distress or offence to members of the community.

5 Employment and recruitment

- 5.1 We will do all we can to ensure that all those working with children in our school, whether as a staff member, on work or student placement or as a volunteer, are safe to work with our pupils and staff and who have children's welfare and protection as their highest priority. This involves scrutinizing applicants, verifying their identity and obtaining references, as well as the mandatory check with the Disclosure and Barring Service. We will maintain an up to date Single Central Record. Where necessary the Head Teacher will exercise appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information on entry to the school. We follow the DfE guidance set out in 'Keeping Children Safe in Education'.
- 5.2 We are committed to supporting the DfE statutory guidance on the application of Childcare (Disqualification) Regulations 2009 and related obligations under the childcare Act 2006 in schools with regard to safeguarding and promoting the welfare of children in our wrap around care provision.
- 5.3 DBS checks will be updated every five years as good practice in order to ensure that they are accurate.
- 5.4 We advise all staff to disclose any reason that may affect their suitability to work with children, including convictions, cautions, court orders, reprimands and warnings. Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.
- 5.5 One member of the Governing Body and the Head Teacher will complete accredited Safer Recruitment Training in line with government requirements.

6 Curriculum and Online Safety

- 6.1 We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned, including in online situations.
- 6.2 We will use the curriculum to provide opportunities for increasing self awareness, self esteem, social and emotional understanding, assertiveness, decision making and promotion

of safe and responsible internet use so that students have a range of strategies to ensure their own protection and understand the importance of protecting others including online.

- 6.3 We identify that the issues within online safety can be broadly categorised into three areas of risk:
- Content – being exposed to illegal, inappropriate or harmful material
 - Contact – being subjected to harmful online interaction with other users
 - Conduct - personal online behaviour that increases the likelihood of, or causes, harm
- 6.4 It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. We will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online.
- 6.5 We will reinforce online safety messages whenever technology or the internet is in use and display acceptable use posters in all teaching areas.
- 6.6 Staff will educate children in the effective use of the internet to research; including the skills of knowledge location, retrieval and evaluation, teaching learners to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- 6.7 Online safety education and training will be part of the curriculum for each phase and will take account of local and national guidance in order to ensure that it is relevant and up to date. Occasionally, outside providers may be used to support in-school teaching programmes.
- 6.8 Staff recognise that the internet is a constantly changing environment with new software and hardware emerging at a rapid pace. We will examine new technologies for educational benefit and undertake appropriate risk assessments prior to use in the school. Members of staff will always evaluate websites, tools and apps fully before use in the classroom or recommending them for use at home.
- 6.9 We will ensure that appropriate monitoring and filtering are in place when pupils and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught. We use a filtering system, hosted by EiS Kent, that blocks sites which show pornography, racial hatred, extremism, gaming and sites of an illegal nature. It should be noted that due to the global and connected nature of the internet, it is not possible to guarantee that unsuitable material cannot be accessed via our computers or devices. Pupils will be taught the procedure to follow if they think unsuitable material has been accessed; this includes reassurance that reporting is the right course of action and will not result in disciplinary action. Where unsuitable material is accessed staff will report the concern to the DSL and EiS technical staff. Parents and carers will be informed of filtering breaches involving their child. Any material believed to be illegal will be reported immediately to the appropriate agencies, such as the IWF, Kent Police or CEOP.

6 Procedure to be followed if an adult has concerns about a child

7.1 Our school adheres to the KSCB Safeguarding Children Procedures. Any action taken by staff when dealing with an issue of child protection must be in accordance with these procedures.

7.2 All staff members are expected to be aware of and follow, the following four step approach:

- Be alert
- Question behaviours
- Ask for help
- Refer

It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm a referral should be made immediately to children's social care and/or the police. As all adults in our school share responsibility for keeping children safe, we may on occasion report concerns which, on investigation, prove unfounded.

7.3 The role of school staff in situations where there are safeguarding or child protection concerns is NOT to investigate but to recognise and refer. For guidance, staff should only ask TED questions in order to recognise the context of any concerns (TELL me, EXPLAIN, DESCRIBE). If staff suspect that there is a safeguarding concern for a child, they should immediately inform the DSL about their concerns. Staff must not keep to themselves any information about abuse or neglect which a child gives them; they are required by law to pass this information on. Staff must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.

7.4 Staff must record any welfare concern they have about a child on the school's safeguarding incident form (with a body map where injuries have been observed). All forms must be dated and signed. Incident forms must be passed to the DSL without delay.

7.5 All safeguarding concerns, discussions and decisions (and justification for those decisions) will be recorded in writing. The DSL will advise staff about how to do this, if necessary.

7.6 The DSL will receive and collate information and assess risk with regard to individual children. The DSL will determine whether the concern warrants a referral to partner agencies or services such as the Early Help Team, Area Safeguarding Service or the social worker at the Front Door Service.

7.7 All members of staff are made aware of the Early Help process and understand their role within it. This includes identifying emerging problems, sharing information with other professionals where appropriate and acting as a lead professional in undertaking an Early Help assessment. The DSL will support staff members involved in Early Help assessment and/or support.

7.8 The DSL will keep all Early Help cases under review and will give consideration to making a request for support to the Front Door Service if the situation doesn't appear to be improving for the child.

7.9 In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from KSCB or Front Door Service.

- 7.10 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to the Specialist Children's Services Central Duty Team immediately. Anybody can make a referral but where possible staff should discuss this with the DSL first. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Staff can contact the Early Help Triage Team, Social Services Central Duty Team or KSCB for advice independently should they believe this to be necessary. Concerns should always lead to help for the child at some point.
- 7.11 If a referral is made, a case conference may be held. Case conferences offer the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all case conferences and meetings held.
- 7.12 In all but the most exceptional circumstances, parents/carers will be made aware of the concerns felt for a child at the earliest possible stage. In the event of a referral to the Front Door Service being necessary, parents/carers will be informed and consent will be sought unless there is a valid reason not to do so.
- 7.13 On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress so that they can reassure themselves that the child is safe and their welfare is being considered. If the DSL or staff feel that a child's situation is not improving then they can seek a consultation with the KSCB or Education Safeguarding Team who will be able to discuss the concern and provide further advice on appropriate action to be taken.
- 7.14 Safeguarding records will be kept separate from all other school based records for a child. They are kept in accordance with data protection legislation and are retained centrally and securely in the school office. They are only shared on a 'need to know' basis. All safeguarding records will be forwarded separately in line with data protection legislation to the DSL or Head Teacher at a child's new school on transition, under confidential and separate cover.
- 7.15 We recognise that some learners are more vulnerable than others, this may include but is not limited to, children in care, those with special educational needs or disabilities, mental health issues, children with English as an additional language or those experiencing trauma or loss. For these pupils particular strategies may be employed in order to ensure their safety eg. higher than usual levels of monitoring and support, differentiated programmes to teach online safety education, higher than usual levels of liaison with parents or carers or individual well being programmes.

8 Safer Working Practice

- 8.1 Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations.
- 8.2 There may be times when adults, in the course of their school duties, have to intervene physically in order to prevent a child endangering themselves or others. Such intervention will always be the minimum necessary to resolve the situation. We follow the guidance given in the DfES circular 10/98 on The Use of Force to Control or Restrain Pupils. The Head Teacher will require any adults involved in any such incident to report the matter to him or her immediately, and to record it on an Intervention Form which will be placed in the child's school record folder.

- 8.3 Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in the KSCB documents 'Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings' and 'Safer Practice with Technology – Guidance for Adults who Work with Children and Young People'. Staff are not permitted use of their own cameras, mobile phones or other devices when recording children or contacting parents – school equipment only must be used. School devices for recording children will not be permitted in areas such as toilets, changing rooms during PE lessons, changing rooms outside of school eg. swimming pools, residential or day visit centres or any other location where pupils or staff may be placed in a vulnerable position.
- 8.4 Visitor's mobile phones should be turned off when in school unless permission for use in school is granted by the Head Teacher.
- 8.5 Staff are provided with an email address to use for all official communication online. The use of personal email addresses by staff for any official school business is not permitted. Staff should be mindful of maintaining a good work-life balance when responding to school emails.
- 8.6 All staff are expected to engage in social media, at school or at home, in a positive, safe and responsible manner. Access to school social media accounts (Facebook – Langdon Primary School page; Langdon PTFA page) is limited to the Head Teacher. Staff are advised not to publish specific and/or detailed private thoughts, concerns, pictures or messages on any social media services, especially content that may be considered threatening, hurtful or defamatory to others or undermining confidence in, or damaging to, the professional image or reputation of themselves, their profession or of the school. Staff should not communicate with or add as 'friends' any current or past learners or their family members via any personal social media sites, applications or profiles. Any pre-existing relationships or exceptions that may compromise this, must be discussed with Head Teacher. Staff should not communicate school business with individual parents via social media sites; proper communication channels eg. telephoning or emailing from school accounts, should always be used.
- 8.7 Pupils are not permitted to have mobile phones in school during school hours (including during Breakfast and After School Care Club. Mobile phones must be handed into the school office for safekeeping at the beginning of the day and collected just prior to leaving the school site. Parents wishing to make contact with their child must do so via the school office. Staff will telephone parents on a child's behalf using the school telephone if necessary. Staff will not use their own mobile phones for contacting parents. In accordance with DfE guidance, staff will search pupils' mobile phones where the child's or parental consent has been granted, if they believe it contains content or images that contravene our policies. Staff can request deletion of content if it is considered to be in contravention and can confiscate mobile phones. Confiscated phones will be released to parents. If staff believe that the phone might contain illegal content or provide evidence relating to a criminal offence, it will be handed over to the police for further investigation.
- 8.8 A statement in our school prospectus, on the web-site and in recruitment information will inform others about our duties and responsibilities under child protection and safeguarding procedures.

9 Security

- 9.1 All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils, parents and others about areas that may need improvement as well as what we are doing well.
- 9.2 Appropriate checks will be undertaken in respect of visitors and volunteers coming into school. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.
- 9.3 The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.
- 9.4 Any learning platforms or apps to allow pupils, staff and parent's access, for example, to track progress, will be carefully monitored to ensure that they only allow access to current staff and pupils. All information about individuals will be stored in accordance with the school's Data Protection policy. Leaver's accounts will be disabled at the point of leaving the school. Children and staff will be advised about acceptable conduct online and when using the learning platform or app. They should be mindful of copyright and only upload appropriate content. Any material that is inappropriate or offensive will be removed. If illegal content is uploaded then the DSL will contact the police and KSCB for advice and support. Where children post inappropriate, offensive or illegal information or comments parents will be informed. Any user who posts information of this nature may have their access to the platform or app suspended and/or be subject to disciplinary action.

10 Allegations against staff

- 10.1 We recognise that it is possible for staff and volunteers to behave in a way that might cause harm to children and we take seriously any allegation received. Such allegations will be referred immediately to the Head Teacher who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of an allegation against the Head Teacher then staff are advised that allegations should be reported directly to the LADO.
- 10.1 All staff need to be aware of the school's Whistleblowing Policy and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff can also access the NSPCC whistleblowing helpline at 0800 028 0285 or help@NSPCC.org.uk .
- 10.2 The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child. The school must refer anyone if there is reason to believe the member of staff has committed one of a number of listed offences. In addition they must refer if a member of staff has been removed from working (paid or unpaid) in regulated activity, or if they would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

- 10.3 For specific guidance on how to respond to allegations against staff please refer to the school's 'Allegations Against Staff' policy.

11 Peer on Peer Influence, Intimidation or Abuse

- 11.1 All members of staff recognise that children are capable of unduly influencing, intimidating or abusing their peers by, including but not limited to, bullying, cyber-bullying, gender based abuse, violence, radicalisation and 'sexting'.
- 11.2 Any incidents of peer on peer undue influence, intimidation or abuse will not be tolerated, dismissed or minimized and will be managed in the same way as other child protection concerns following safeguarding guidance and other school policy guidance.
- 11.3 The school will take steps to minimize the risk of all forms of peer on peer abuse by providing appropriate curriculum activities to raise awareness and teach strategies to deal with such abuse. Support and guidance will be offered to children affected either as abusers or abused.

12 Training, induction and support

- 12.1 All adults, including Governors, in the school receive annual training to raise their awareness of safeguarding issues, abuse and to improve their knowledge of the safeguarding procedures that have been agreed locally. This training will be in line with local and government guidance. The maximum period of time before refresher training for staff must take place is three years; at Langdon full staff child protection training takes place every two years. All staff will be reminded of safeguarding procedures at the beginning of the academic year and an updated written copy of this is included in the Staff Handbook. This is updated annually.
- 12.2 All adults in school receive a copy of Part One of 'Keeping Children Safe in Education' and sign to say they have received and understood it and that they have been advised to read the full document. The Head Teacher/DSL will read the entire document and any subsequent updates.
- 12.3 The DSL will undergo safeguarding training when they first take up the role and thereafter every two years. This training will be approved by and meet the standards of the KSCB.
- 12.4 The school has appointed and trained an additional member of staff to deputise for the DSL where necessary. The Deputy DSL will also undergo approved safeguarding training in order that they are able to fulfil their role.
- 12.5 The DSL will ensure that all new staff and volunteers are appropriately inducted with the school's internal safeguarding procedures.
- 12.6 The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of the EYFS (2017).
- 12.7 The DSL will provide an annual report to the Governing Body detailing safeguarding training undertaken by staff in school and will maintain an up to date register of those who have been trained.

- 12.8 Any member of the staff affected by issues arising from concerns for children's welfare or safety should seek support from the DSL. All newly qualified teachers or support staff will have a named member of staff with whom they can discuss concerns including the area of child protection. If necessary the DSL can signpost staff to outside agencies specialising in professional support.
- 12.9 All staff members (including temporary staff) will also be made aware at induction of the school's expectations regarding safe and professional practice and this will be detailed in the Staff and Student and Visitors Handbooks.
- 12.10 Governing Body members will access appropriate safeguarding training which covers their specific strategic responsibilities.

13 Confidentiality

- 13.1 We regard all information relating to child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate persons on a 'need to know' basis only.
- 13.2 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well being.
- 13.3 We comply with government and Local Authority requirements with regard to data processing and confidentiality. If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community, other than local schools, then advice will be sought from the KSCB to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

14 Monitoring and review

- 13.1 This policy will be readily accessible to all members of the school community via the school office, internal communication boards and the school web-site.
- 13.2 The policy will be updated annual and will take account of new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
- 13.2 This policy is reviewed annually by the Governing Body.