

Safeguarding Policy



Hazel Oak School

To be reviewed September 2021

Agreed by Governors onDate

Signed by.....Chair of Governors



SOLIHULL METROPOLITAN BOROUGH COUNCIL

Safeguarding Policy

January 2020

(Produced for education providers in Solihull MBC by Solihull Education Improvement Service)

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Hazel Oak School Governing Body

Safeguarding Policy Statement

- This policy sets out how the governing body of the Hazel Oak School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002 or Section 157 in relation to independent education provisions, academies and post-16 providers.
- The safeguarding policy applies to all staff (teaching and non-teaching), governors, volunteers, temporary and supply staff working in the education provision.
- This policy will be reviewed annually by the governing body and is in line with the requirements of Working Together to Safeguard Children (DfE, August 2018), Keeping Children Safe In Education (DfE, September 2019), Inspecting safeguarding in early years, education and skills settings Ofsted document (August 2018).
- This policy is made available to parents via the school website [https://hazel-oak.co.uk/Safeguarding Policy](https://hazel-oak.co.uk/Safeguarding%20Policy) ratified by governing body Hazel Oak School on 17th September 2020.

Governors' Committee

Governor Safeguarding Lead: Helen Partridge

Nominated lead member of staff : Andrew Simms

Status and Review :Annually or as updates made

Next review date: annually or when updates are released

Chair of Governors: Andrew Wilkins
(name and signature):

Safeguarding Governor: Helen Partridge
(name and signature)

Education provision: Hazel Oak School

HAZEL OAK SCHOOL SAFEGUARDING POLICY

Hazel Oak School is proud to be a unique community of learners where every individual is celebrated for who they are and supported to be the best they can be. Staff and governors work closely to deliver a diverse and creative curriculum that builds skills for life for all pupils. Our shared goal with parents and families is to ensure the best destination beyond school, providing enterprising experiences to enhance the National Curriculum and accreditation routes through the key stages. We are an all age school for pupils with moderate learning difficulties and a large percentage of Autistic Spectrum Conditions across Key stages 1 to 5, with mixed year classes grouped according to cognition and learning styles.

I am proud to be the Head Teacher of this very special school and National Teaching School, leading wider support for children with additional needs in the local area. We work closely with local schools and teacher training providers to ensure special educational needs are addressed inclusively within any context in and beyond our school.

Our pupils are at the heart of our daily work and are the reason we strive to be innovative, reflective and inspire to meet the needs of all learners from reception to Post 16. We like to think about *how* we think and learn and face challenge with a growth mindset and resilience. We are all students, global citizens and philosophers, taking pride in our shared values of creativity, respect, wellbeing, growth and community.

Our vision:

Having fun, discovering our place in the world, building relationships and overcoming challenges. Learning about life beyond the classroom to shape a successful future.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this education provision. (For some special education provisions this age range goes beyond 18). All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

Policy Statement:

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Children have a right to feel safe and secure and cannot learn effectively unless they do so.

The welfare of our pupils is our paramount concern. Our school is a community and we all (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. This includes maintaining an attitude of "it could happen here" where safeguarding is concerned.

We make every effort to provide a safe and welcoming environment, underpinned by a culture of openness where both children and adults feel secure, able to talk and believe they are being listened to.

Aims:

To identify key roles and responsibilities for all staff in relation to safeguarding, and emphasise the need for good levels of communication between all members of staff.(including child protection lead, behaviour lead, attendance lead and special educational needs co-ordinator)

To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities and clear expectations on how this should be adhered to. This demonstrates our commitment to safeguarding; ensuring consistency in practice across the school and links with other relevant policies to safeguard the general welfare of children; (including managing allegations and safer recruitment). This includes appropriate work around safeguarding in the curriculum.

To raise awareness of how we expect all staff and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children and young people.

- To ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the education provision prospectus. This policy is made available to parents on request and published on Hazel Oak School's website <https://hazel-oak.co.uk/>

Leadership and Management of Safeguarding

Governing Body

The Governing body is responsible for:

- Ensuring there is a nominated safeguarding governor.
- Liaising with the headteacher and/or designated staff over safeguarding matters. This is a strategic role rather than operational; governors will not be involved in concerns about individual pupils.
- Supporting the headteacher and staff (such as the DSL) in their role by ensuring the allocation of funding and resource is sufficient to meet the current safeguarding activity, through a safeguarding action plan.
- Ensuring school leaders report to the governing body at least annually. This should include feedback on self-evaluation activity and the local authority annual review of safeguarding.
- Ensure the education provision fully engages with the local authority in their annual review of safeguarding procedures, providing relevant information in a timely manner. The chair of governors should sign to confirm accuracy of the education provisions arrangements, and ensure any concerns are remedied without delay.
- Ensure the governing body receive safeguarding training, and the safeguarding governor attends appropriate training in order to guide governors on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the education provision's safeguarding arrangements.
- Ensuring the school has effective safeguarding policies and procedures in place, including a child protection policy and a staff behaviour policy.
- Ensuring that training is undertaken at the required frequency by all staff and governors.
- Ensuring the school has a broad and balanced curriculum that incorporates safeguarding.
- Ensuring the school complies with relevant legislation and local guidance around safeguarding.
- Ensuring that there are clear lines of accountability within the school's leadership for safeguarding.
- There is a nominated governor (ideally the Chair), who will act as case manager for dealing with allegations of abuse against the headteacher, the principal or proprietor or member of the governing body of an independent school. In the event of allegations of abuse being made against the headteacher and/or where the headteacher is the sole proprietor of an independent school, allegations should be reported to the local authority designated officer (LADO) within one day (see managing allegations policy).
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

A Governing body checklist is provided in [Appendix 1](#).

Specific Safeguarding Roles in School

The nominated safeguarding governor is: Helen Partridge. she is responsible for safeguarding and to champion good practice; to liaise with the head teacher and to provide information and reports to the governing body.

The lead Designated Safeguarding Lead for Child Protection is Andrew Simms, Head Teacher

The headteacher Andrew Simms leads on safer recruitment work. (In the event of the recruitment of a headteacher, governors will lead the recruitment.)

The Educational Advice and Support to Educational Establishments (**EASEE**) lead is Andrew Simms.

The **case manager for dealing with allegations of abuse made against school staff members** is the head teacher, and should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The **case manager for dealing with allegations against the headteacher** is Andrew Wilkins the chair of governors, who should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The **designated teacher for Looked After Children** is Wayne Tulloch and is also a DSL.

The **Personal, Social and Health Education** leads are Andrew McCluskey (Lower School), Kimberley Langley (KS3) and James Summerfield (KS4/5)

The **Medicines in school lead** is Clair Garry.

The **First Aid** lead is Andrew McCluskey.

The **Online safety** lead is Andrew Simms

The **Preventing radicalisation** lead is Wayne Tulloch.

The **Behaviour and anti-bullying** lead is Wayne Tulloch.

The **Equality and Diversity** lead is Andrew Simms.

The **Health and Safety** lead is Andrew Simms/Michael Nash

The **Environmental Health** (particularly food hygiene) lead is Andrew Simms/Michael Nash.

The **Educational Visits** lead is Wayne Tulloch.

The **Attendance** lead is Wayne Tulloch.

The **Whistleblowing** lead is Andrew Simms.

Our **local police community support officer** (PCSO) is Ric Gambino and can be contacted on 101 Extension 8913042/3 email: r.gambino@westmidlands.pnn.police.uk

The **School Nurse** is Hayley Young and can be contacted on 0121 744 7196

In the event of an emergency, please dial 999 immediately.

Responsibility and Accountability

The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day practice.

All staff members, governors, volunteers and external providers:

- Are subject to Safer Recruitment processes and checks in relation to their role in the education provision.
- Are expected to behave in accordance with the code of conduct and act on any breach of the code of conduct or any concern about a member of staff or volunteer.
- Should know how to recognise, respond and take appropriate and timely action to a safeguarding concern.

The *Teacher Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff:

- Have a responsibility to provide a safe environment in which children can learn.
- All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- All staff then have a responsibility to take appropriate action, working with other services as needed.

Staff Induction, Training and Development

All staff, including new members of staff and volunteers are given appropriate safeguarding training and induction that includes basic child protection training and health and safety training, familiarisation with the suite of safeguarding policies including the child protection policy, staff code of conduct, chapter one of keeping Children Safe In Education (DfE September 2020). This training and induction is proportionate to their role and responsibilities. A sample training record is provided in [Appendix 3](#).

Safeguarding in the School Curriculum

As a school we will educate and encourage pupils to keep safe through the provision of a **broad and balanced curriculum which includes a safeguarding curriculum**. The curriculum (for example history, English, drama, and RE) and in particular the personal, social and health and economic education (PSHE) strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in pupils, developing preventative strategies to ensure their own protection and that of others whilst promoting fundamental British Values. Opportunities are provided for pupils to develop the knowledge, skills and strategies they need to stay safe from abuse. For example: assessing risk, positive self-esteem, emotional literacy, assertiveness, and understanding of healthy relationships, sex and relationships education (including consent), online safety, preventing radicalisation, female genital mutilation, child sexual exploitation and anti-bullying. This should also include broader work around safety including life skills such as hygiene routines and practices, road safety and independent travel. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there are a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

Supporting Staff Working in Difficult Situations

We recognise that staff working in the school who have become involved with a safeguarding issue which they may find stressful and upsetting. By ensuring clear management oversight of work by senior leaders, we will ensure staff appropriate support in relation to their work.

We will further support staff as necessary, by providing an opportunity to talk through their anxieties with their line manager or other appropriate member of staff, and to seek further support as appropriate. This could include:

- Work related stress risk assessment undertaken by the line manager. The Solihull MBC health and safety team can support in the creation of a work related stress risk assessment.
- Access to the Employee Assistance Programme - CIC 0800 085 1376, assist@cic-eap.co.uk, well-online.co.uk - username: sbclogin Password: wellbeing
- Referral to Occupational Health for one-to-one counselling.

In the event of a violent incident the violence and aggression at work policy and risk assessment should be followed. [Appendix 8](#)

Suite of Safeguarding Policies and Procedures

Legal Clarification

Where the education provider requires legal advice, for example, in a private family law case a school may be asked to provide information or report in the context of court proceedings. In this case advice should be sought from legal services. The Solihull MBC duty legal team can be contacted by email on legalsocialcare@solihull.gov.uk. If there request for legal advice is pressing or urgent, please contact the duty solicitor on 0121 704 6002/6003. There may be a charge for this service.

Equality and Diversity

Our equality and diversity policy emphasises our inclusive approach and sets clear expectations around equality and diversity.

We are committed to promoting equality of opportunity for every pupil and equality of access to learning through a curriculum that is free from discrimination, prejudice, harm, stereotyping, harassment, victimisation, and any other form of discrimination, whilst raising awareness of these. This is reflected in:

- The organisation of learning
- Our curriculum
- Our approach to teaching and learning
- How we treat each other, including how we manage behaviour

This commitment is in accordance with the Equality Act 2010 which offers legal protection based on a number of characteristics. These protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Any form of behaviour that discriminates against individuals or groups of people based on these protected characteristics will not be tolerated. We recognise that other people experience discrimination or disadvantage because of other characteristics and factors (including political beliefs, trade union status, criminal record, employment status, social class, home address, culture, language, HIV status, or responsibility for dependents) and will work to minimise discrimination on these basis.

Equality and diversity policy:

<http://intranet/Cooredocs/EqualityandDiversity/PoliciesandGuidance/EqualityandDiversityPolicy.aspx>

Behaviour and Anti-Bullying

All staff are familiar with our behaviour and anti-bullying policy. This is issued at induction and revisited periodically. Our behaviour and anti-bullying policies provide clear guidance to staff, pupils and parents on rewarding positive behaviour and the use of sanctions for inappropriate behaviour.

www.solgrid.org.uk/safeguarding

Child Protection

Our separate child protection policy sets out the education provision's approach to dealing with any child protection concerns. It includes specific safeguarding issues including sexual violence and sexual harassment, contextual safeguarding, children missing from education (which includes attendance), child sexual exploitation, honour based violence (including female genital mutilation and forced marriage), preventing radicalisation, domestic abuse, substance misuse (drugs and alcohol), radicalisation and extremism, gangs, serious violence including youth violence (including knife crime) and peer on peer abuse.

<http://www.solgrid.org.uk/safeguarding>

A handbook to support designated safeguarding leads in their work is available at

www.solgrid.org.uk/safeguarding

Relationships and Sex Education

Our Relationships and Sex Education policy outlines the school approach to teaching sex and relationships education across the school and meeting the statutory responsibilities in this area.

<http://www.solgrid.org.uk/wellbeing/pshe/relationships-and-sex-education/>

Drug and Alcohol Education/Managing Substance Related Incidents

Our Drug and Alcohol Education/Managing Substance Related Incidents policy outlines the school's approach to teaching about drugs and alcohol across the school and meeting the statutory responsibilities in this area. It includes our approach to managing substance related incidents.

<http://www.solgrid.org.uk/wellbeing/pshe/drug-and-alcohol-education/>

Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after by the local authority is as a result of abuse and/or neglect. We ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. We ensure that:

- Appropriate staff have the information they need in relation to a child's looked after legal status (this includes whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- Appropriate staff have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

- The designated safeguarding lead has the details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.

The designated teacher for looked after children is responsible for ensuring a personal education plan (PEP) is in place for each looked after child in the school, and liaising with the home local authority virtual school for looked after children to ensure the highest expectations around educational attainment. This includes ensuring that the pupil premium plus for looked after children is appropriately allocated to meeting the aspirational objectives in the PEP. The designated teacher works in partnership with the designated safeguarding lead and the social work team of the home local authority around any safeguarding concerns and placement stability issues. The designated teacher receives appropriate training to undertake the role effectively.

The roles and responsibilities of the designated teacher [link to information](#)

“A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.” (KSCIE 19, DfE paragraph 95).

The virtual school for looked after children can be contacted on 0121 704 8622, email: pereducplan@solihull.gov.uk, and website: <https://www.solgrid.org.uk/education/support-services/solihull-virtual-school/>.

Attendance

We ensure all pupils attend school regularly and act swiftly to address any non-attendance and persistent absence in line with our attendance policy which can be found at <http://www.solgrid.org.uk/safeguarding>

Safer Recruitment and Safer Working Practice

Education providers have a responsibility to ensure staff are safely recruited and appropriately vetted in line with their roles and responsibilities. The safer recruitment policy outlines our approach. <https://www.solgrid.org.uk/education/safeguarding/safer-recruitment/> and available on Solihull SMBC Human Resources website

We maintain a single central record which is reviewed by the safeguarding governor regularly. The single central record includes:

- Identity check
- Right to work in the UK check
- Disclosure and barring service check
- Barred list check
- Prohibition from teaching check
- Section 128 Check Prohibition from management check (for independent schools and academies:)
- European Community Area Check (ECAC Check)
- Overseas check
- Disqualification from childcare check request (where required)
- Uptake of two references

We ensure visitors to the site are appropriately checked in relation to the purpose of their visit. This includes:

- The level of supervision required while on site. The level of vetting in relation to the purpose of the visit. We also have a responsibility to ensure safe working practice in our provision.

Staff Code of Conduct (also known as staff behaviour)

All staff are familiar with the code of conduct. This is issued at induction and revisited periodically. Any breach of the code of conduct should be brought to the attention of the headteacher where:

- A staff member self-reports that they have breached the code of conduct.
- A staff member is concerned by the behaviour of another member of staff who has breached the code of conduct.
- It has come to the attention of a member of staff via another source that a staff member has breached the code of conduct.

[link to code of conduct](#)

Managing Allegations

All staff are familiar with the provisions procedures for managing allegations against staff and volunteers (including governors/trustees), and the provision follows the local authority managing allegations policy.

<http://www.solgrid.org.uk/safeguarding/> and available on Solihull MBC Human Resources website.

- An allegation about a member of staff or a volunteer should be brought to the immediate attention of the headteacher.
- An allegation about the headteacher should be brought to the immediate attention of the chair of governors.
- Allegations can be brought directly to the attention of the local authority duty office.

All concerns should be recorded and a chronology of concerns kept by the case manager (headteacher or chair of governors), an example chronology is provided in [Appendix 5](#). We ensure parents are clear about how to raise a concern about a member of staff, volunteer or a pupil (e.g. details on school website, letters to parents, parent induction meetings).

The headteacher (allegation against a member of staff or volunteer) or chair of governors (allegation against the headteacher) should ensure a timely response, and as case manager, maintain oversight of allegations, including oversight of LADO referrals and ensure a timely response to any allegations raised. A template to support this is provided in [Appendix 6](#).

Whistleblowing

Whistle-blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. 'Whistleblowing' is the term ordinarily used to describe the disclosure of information by an employee about malpractice that is occurring within the organisation. This will include any illegal, immoral, irregular, dangerous or unethical activity under their employer's control. This can cover a broad range of matters, including mismanagement, bribery, fraud and health and safety failures.

The Public Interest Disclosure Act 1998 amended the Employment Rights Act 1996 to protect workers from being dismissed or subjected to a detriment because they have made a 'protected disclosure'.

Protected disclosure is information that, in the reasonable belief of the worker, tends to show that one of the following has occurred, or is occurring, or is likely to occur:

- A criminal offence
- Breach of any legal obligation
- Miscarriage of justice
- Danger to the health and safety of any individual
- Damage to the environment
- Deliberate concealing of information about any of the above

All staff and volunteers are able to raise concerns about poor or unsafe practice and potential failures in the provision's safeguarding regime through the whistleblowing policy.

[link to whistleblowing policy](#)

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are identified in the whistleblowing policy. The NSPCC Whistleblowing Helpline has been developed to provide support to employees wishing to raise concerns over how child protection issues are being handled in their own or other organisations. The NSPCC Whistleblowing Advice Line can be reached on **0800 028 0285**. (The Home Office and Department for Education commissioned the NSPCC to manage the advice line after a firm commitment to do so was made by the Government in its Tackling CSE report in March 2015. The advice line is not intended to replace any current practices or responsibilities of organisations working with children. The helpline advisors would encourage professionals to raise any concerns about a child to their own employer in the first instance. However, the advice line offers an alternative route if whistleblowing internally is difficult or professionals have concerns around how matters are being handled.) Further advice about whistleblowing is available at www.gov.uk/whistleblowing.

Domestic Abuse Workplace Policy

The LSCP domestic abuse workplace policy provides guidance for staff on how to act if they are concerned about domestic abuse.

http://solihullscb.proceduresonline.com/chapters/p_dom_abu.html

Online and digital safety

Keeping children safe in education

Our online safety policies and procedures are framed within *Keeping children safe in education* (appendix C) available at

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>.

We have a whole [school/academy/provision] approach to online and digital safety which empowers us to protect our community and educate using technology safely. We have mechanisms to identify, intervene in, and escalate any online or digital safety incident where appropriate.

Online and digital safety in the curriculum

Online and digital safety is a focus in all areas of the curriculum and our staff reinforce safety messages throughout the curriculum. Our **online safety curriculum** is broad, relevant and provides progression, with opportunities for creative activities.

There are examples of online safety curriculum frameworks cited in KCSIE (appendix C) and others are also available.

Working with parents and carers

We work with parents and carers to raise awareness of online and digital safety, including them as much as possible in this process so that parents and carers can help ensure their children are also safe at home.

Online safety policy

We have an overarching **online safety policy**, that applies to all members of the our community (staff, [students/pupils] and visitors) – *anyone* who has access to any of our digital technology systems, both inside and outside the [school/academy/provision]. *Visitors* also includes parents and carers, governors and community users.

The **South West Grid for Learning** provides a full suite of templates for school or academy online safety policies and procedures at <https://swgfl.org.uk/products-services/online-safety/resources/online-safety-policy-templates/>.

Acceptable use policies

We have **acceptable use policies** for pupils, staff and visitors. Each of these includes the sanctions that will be applied should a user fail to follow their AUP.

There are draft AUP templates available from the **South West Grid for Learning**.

Filtration and monitoring

We do all that we reasonably can to limit users' exposure to online risks when using our IT systems and we ensure we have appropriate filtration and monitoring systems in place. We take into account the age range of our pupils, the number of pupils, how often they access the IT system and the proportionality of costs balanced against risks. We include risk assessments as required by the Prevent Duty. We have procedures that support filtering and monitoring and also to help us deal with incidents where there has been potential misuse or inappropriate/illegal activities.

There are draft procedure templates available from the **South West Grid for Learning**.

Use of social media

We have a **social media policy** for our **staff** which makes clear what standards are expected of anyone who works for us and uses social media. It also explains what actions will be taken when it is considered a member of staff may have breached this policy. The policy covers social media use: on behalf of school; as part of working with [students/pupils]; in their wider professional work; and in their personal life.

There are a draft social media policy template for Solihull schools and academies available from Solihull Council at <https://extranet.solgrid.org.uk/management/staffing/smbcschoolshr/SitePages/Policies%20and%20Supporting%20Documents.aspx>.

We have a **code of conduct** and a **social media policy** for our **governors** which makes clear what standards are expected of governors and their use of social media. It also explains the consequences of inappropriate behaviours.

Solihull schools and academies can get draft governors' codes of conduct and social media policies from governorservices@solihull.gov.uk.

Mobile technologies – using connected and recording devices

These include (as examples) mobile phones, smartphones, tablets, cameras (still and video), audio recording devices, wearable technology and IOT devices.

All mobile technology used on our premises or by our staff and [pupils/students] on [school/academy/provision] activities elsewhere is covered by our **mobile technology policy**.

[We have a separate **BYOD (bring your own device) policy** for personally-owned devices used in connection with [school/academy/provision] activities.]

There are draft templates available from the **South West Grid for Learning**.

Media recordings – audio, image and video (including digital files)

Appropriate media recordings are taken (including [pupils/students]) to capture curriculum activities, wider activities or as celebrations of [school/academy/provision] life. We have separate guidelines that must be followed when making media recordings on our premises or as part of our activities elsewhere. However, for clarity:

- Written permission from parents or carers must be obtained before media recordings of [students/pupils] are published on the [school/academy/provision] website/social media or in the press. [DN - this consent can be incorporated in the relevant AUP]
- Staff and volunteers are allowed to take media recordings to support educational aims, but must follow [school/academy] policies concerning the sharing, distribution and publication of the media or files. Those media recordings should only be taken on [school/academy/provision] equipment unless there is prior agreement with the [headteacher/principal/proprietor].
- All [school/academy] media recordings will only be stored, edited or archived onto [school/academy] systems and equipment unless there is prior agreement with the [headteacher/principal/proprietor].

- [Pupils/Students] must not take, use, share, publish or distribute media recordings of others without their permission.
- This is a link to the NSPCC photography and sharing images guidance area -
- <https://learning.nspcc.org.uk/research-resources/briefings/photography-sharing-images-guidance/>

There are draft templates available from the **South West Grid for Learning**.

Information and data security

We take information and data security seriously. We have a separate **data protection policy**, setting out how we comply with data protection legislation.

There is information and a draft data protection policy template for Solihull schools and academies available from

<https://extranet.solgrid.org.uk/management/ictim/infogov/SitePages/GeneralDataProtectionRegulations.aspx>.

Alternative Provision

“Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment i.e. those checks that the school would otherwise perform in respect of its own staff.” (KCSIE Sept 2020, DfE)

Where we contract with an alternative provider to provide part of or all of a pupil's education, we ensure:

- The provision is a registered, (providers must be registered if five or more full time pupils are on roll, or one special education needs pupil).
- Clarity on the contract arrangements (e.g.: through a service level agreement).
- Pupils attend the provision and have clear arrangements for reporting non-attendance.
- Clear plans around behaviour, recording and reporting inappropriate or declining behaviour.
- Requirement to report of pupil achievement.
- Appropriate health and safety and safeguarding arrangements are in place
- Appropriate vetting procedures for staff, volunteers and visitors are in place

Alternative provision are available on 0121 704 6959

email: alternativeprovision@solihull.gov.uk

website: <https://www.solgrid.org.uk/education/alternative-provision/>

Site and Premises Security and Site Safety including fire risk assessment, fire drills, and first aid

Our health and safety policy outlines our procedures in ensuring the site and premises are safe and secure.

<https://extranet.solgrid.org.uk/management/hsr/SitePages/Policies.aspx>

This includes our risk assessment procedures, including:

- The safety of staff, pupils and visitors to the school site.
- Fencing and boundary security.
- Procedures around the security of external doors (such as the external kitchen door) and access to the site.
- Storage of hazardous substances.

We ensure an annual fire risk assessment takes place and any actions are swiftly addressed. Regular fire evacuation drills take place and logged on the fire evacuation log. Any actions identified through fire evacuation drills are addressed.

We will undertake to ensure compliance with the relevant legislation with regard to the provision of first aid for pupils, staff and visitors and will make sure that procedures are in place to meet that responsibility.

Driving at Work

Our driving at work policy provides staff with clear guidance on driving at work.

<https://extranet.solgrid.org.uk/management/hsr/Policies/Driving%20at%20Work%20Policy%20Schools%20June2014.pdf>

Educational Visits

Our educational visits policy provides staff with guidance on planning educational visits and undertaking risk assessments.

<https://extranet.solgrid.org.uk/management/hsr/SitePages/Educational%20Visits.aspx>

Emergency Advice and Support for Educational Establishments (EASEE)

Incidents and emergencies can occur at any time. Our education settings and young people are not immune from such incidents and often the impact of an incident can have far reaching effects in the wider community. For this reason we have utilised the 'Emergency Advice and Support for Educational Establishments' (EASEE) guidance and produced: school Emergency and Business Continuity Plan templates and used EASEE guidance material to plan for a range of critical incidents.

(EASEE guidance is available from the CSW Resilience Team Sub-Regional website. Please follow this link:

<http://cswprepared.org.uk/>

This includes emergency school lockdown procedure guidance and bomb and suspicious package information.

Procedures for uncollected children

In the event of a child not being collected at the end of the school day, every effort should be made by the school to contact the parents and emergency contacts. In the event that contact with parents and emergency contacts cannot be established and the child remains uncollected, the police should be contacted.

If non-collection or late collection is a regular occurrence, early help should be offered by the school in the first instance through a formal meeting with parents. If the situation does not improve a referral to Solihull multi-agency safeguarding hub (MASH) might be considered if a

wider picture of neglect is emerging. The child protection policy should be followed in such an event.

Complaints

Our procedures for dealing with complaints are clearly set out in our complaints policy and are available to parents via the school website. In the first instance we work to resolve any misunderstanding or concern. <https://www.solgrid.org.uk/education/safeguarding/>

The local authority can provide an additional stage to review how schools have followed their own procedures in accordance with their provisions. Further advice can be sought through head of audit services on 0121 704 6282. This service is chargeable.

Guidance on dealing with persistent and unreasonable complainants is available at <https://www.solgrid.org.uk/education/safeguarding/>

Barring of individuals from school premises

On extremely rare occasions, school leaders do need to seek to bar a person from the school site. The DfE (2012 advice on school security: access to and barring from school premises) should be followed.

<https://www.gov.uk/government/publications/school-security>

Legal advice should always be sought. A model letter is provided in Appendix 4

Pupils with Special Educational Needs and Disabilities

Pupils with special educational needs and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEN and disabilities being proportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

To address these additional challenges schools and colleges should consider extra pastoral support for pupils with SEN and disabilities.

The special education needs co-ordinator works closely with the designated safeguarding lead and medicines in schools lead to ensure vulnerable pupils are safeguarded.

The Use of Reasonable force

We recognise that it is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument / piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place. Advice on the use of reasonable force in schools is provided in the document Use of Reasonable Force in Schools (DfE 2015).

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

DfE restraint and restrictive intervention advice (for special schools) to be added in Sept when advised by DfE

Behaviour and Discipline in Schools (DfE, January 2016), advice for headteachers and school staff states:

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

Additional local guidance includes:

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (Circ. LEA/0242/2002)
<http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions.pdf>; and
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (Circ. LEA/0264/2003)
http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions%20for%20pupils%20with%20severe%20behavioural%20difficulties_2003.pdf.
- The circular entitled Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or Autism Spectrum Disorders applies to all special education provision settings.
- Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the governing body / trust partnership / management partnership / proprietor (delete as appropriate) to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

There is separate guidance on the use of force by staff in Further Education colleges www.aoc.co.uk and applies to education provision pupils who receive some of their education in an FE college.

“The DfE believes that the adoption of a ‘no contact’ policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use

reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognize the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behavior support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behavior and the need to use reasonable force.” (KCSIE Sept 2020, DfE, paragraphs 127-130, 224

Medicines in School/Supporting Pupils with Medical Conditions

This school is an inclusive community that welcomes and supports pupils with medical conditions. We provide all pupils with any medical condition the same opportunities as others at school. All staff understand the medical conditions that affect pupils at this school. Staff receive training on the impact medical conditions can have on pupils. Further information can be found in our Medicines in School Policy at <http://www.solgrid.org.uk/wellbeing/medicines/>

It is important that the lead for medicines in schools works closely with the designated safeguarding lead and the special education needs co-ordinator to ensure appropriate information is shared to safeguard pupils.

Intimate Care

The Governing Body recognises its duties and responsibilities in relation to the Equality Act 2010 which requires that any pupil with an impairment that affects his/her ability to carry out day-to-day activities must not be discriminated against.

The SMBC Intimate Care policy guidance is The intimate care is available at <https://www.solgrid.org.uk/education/safeguarding/>

The FGM Pathway within the Designated Safeguarding Lead Handbook will also be of relevance with regards to schools' mandatory duties around reporting FGM. <https://www.solgrid.org.uk/education/safeguarding/child-protection/issues/fgm/>

Other Providers Operating on Education Provision Site (Lettings and Contracted Arrangements)

Where other providers operate on the school site, through lettings or contracted arrangements, the school should ensure that robust safeguarding procedures are in place. A separate lettings agreement checklist is provided in [Appendix 2](#).

Further guidance is available via NSPCC website.

“Are they safe? A guide to safeguarding in England for leaders of groups in the voluntary and community sector”. [link to NSPCC.org.uk](http://link.to/NSPCC.org.uk)

“Briefing for Schools: Organising safe sporting events” [link to NSPCC safe sporting](http://link.to/NSPCC/safe_sporting)

Evaluating and Monitoring Process

Our Safeguarding Policy will be monitored and evaluated by:

- Line management and task management of staff.
- Audits of safeguarding records.
- Discussions with staff involved in safeguarding work.
- Pupil surveys, questionnaires and evidence of the pupil voice in safeguarding work.
- Scrutiny of data sets.
- Scrutiny of range of risk assessments and information (including attendance, bullying logs, behaviour records, health and safety risk assessments, fire risk assessment, educational visit risk assessment, safer recruitment information, to ensure a coordinated approach).
- Review of parental concerns and parent questionnaires.

Success Criteria:

1. Staff, when questioned feel confident that they know what to do, or who to contact, when they have safeguarding concerns.
2. Scrutiny of safeguarding records confirms that safeguarding procedures set out in this policy are being consistently followed.
3. Staff, when questioned believe that safeguarding procedures set out in the policy are being consistently followed throughout the education provision.
4. Content of the policy remains up to date with reference to relevant legislation and local guidance.
5. Safeguarding action plan ([Appendix 7](#)) implementation, monitoring, evaluation and impact.
6. School self-evaluation activity including local authority safeguarding compliance procedures.

APPENDIX 1: Governors' Safeguarding Responsibilities Checklist

KCSIE Governing Body / Proprietor responsibilities from KCSIE (September 2020)

Statement	Evidence
Legislative Frameworks	
All governors and school leaders have read Keeping Children Safe in Education (DfE Sept 2020)	
<p>Governors ensure the school or college contributes to inter-agency working in line with Working Together to Safeguard Children 2018:</p> <ul style="list-style-type: none"> - Providing a coordinated offer of early help when additional needs of children are identified. - Contributing to inter-agency plans to provide additional support to children subject to child protection plans. - Allowing access for children's social care staff to carry out their work. 	
School ensures safeguarding arrangements take account of the procedures and practice of Solihull Local Safeguarding Children's Partnership.	
A member of the governing body (usually the chair) is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse being made against the headteacher/principal/proprietor or member of governing partnership of an independent school.	
<p>School has effective policies in place which are provided to all staff including temporary staff and volunteers:</p> <ul style="list-style-type: none"> - Safeguarding policy - Child protection policy - Staff behaviour policy - Pupil behaviour policy - Attendance policy 	
School's child protection policy describes procedures and reflects current government guidance (KCSIE Sept 2020) and locally agreed LSCP procedures.	
School's child protection policy is updated (at least annually) and made available publicly on the school website (or by other means).	
Head teachers and principals fully adopt these policies and procedures which are ratified by governing bodies and proprietors.	
Governors hold school leaders to account for pupil attendance rates for: all pupils, disadvantaged pupils, disadvantaged free school meal pupils, pupils with special educational needs and disabilities, Gypsy Roma Traveller Pupils and persistently absent pupils.	
Governors hold school leaders to account for off-rolling. "Off-rolling is the practice of removing a pupil from the school roll without a formal permanent exclusion or encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school not the child"	

Statement	Evidence
Governors hold school leaders to account for pupil behaviour, ensuring the pupil behaviour policy is fully implemented, rewards and sanctions are consistently implemented.	
Isolation units appropriately supervised so that pupils welfare and dignity is maintained and they have access to appropriately skilled teachers who can ensure they make good progress.	
Effective multi-agency support is sought to de-escalate behaviour concerns and address issues, eg, working with the youth offending service, support through a police intervention. Concerns are escalated if support is not effective.	
Impact known of fixed term exclusions on improving pupil behaviour?	
Governors hold leaders to account on rates of exclusion and adherence to policy.	
The school has appointed a member of staff for the school/college leadership team to the role of DSL. A deputy DSL is also nominated in the event of the DSL not being available.	
The role of the DSL is explicit in the role holder's job description, and in the role of deputy DSLs	
The DSL (and deputy/ies DSL) is appropriately trained by attending LSCP module 2 multi-agency training (formerly level 2 training) and refreshing by attending at least biannual (preferably annual) the DSL Education Training Conference, and you write this after refreshing.	
Governors hold DSL to account and evidence how young people in school are safe:	
In addition, the DSL has attended LSCP multi-agency training on local priorities: <ul style="list-style-type: none"> - Child sexual exploitation - Early help - Neglect 	
The headteacher and all staff members undergo child protection training which is updated regularly.	
All staff and governors have read and understood Part 1 of Keeping Children Safe in Education (Sept 2020).	
Children are taught about safeguarding in the context of a broad and balanced curriculum: personal, social, health education; relationships and sex education.	
A single central record is maintained in line with Part 3 Keeping Children Safe in Education (Sept 2020).	
Safe recruitment processes are in place in line with Part 3 Keeping Children Safe in Education (Sept 2020) entitled "Safer Recruitment".	
Managing allegations policy and procedures are in place to handle allegations against members of staff and volunteers. Allegations must be referred to the LADO. This is outlined in Keeping Children Safe in Education (Sept 2020) Part 4 "Allegations of Abuse made against Teachers and other staff".	
Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns.	

Statement	Evidence
All staff and governors have received safeguarding awareness training	
All staff and governors have been trained by the DSL on contextual safeguarding, incorporating peer on peer abuse, county lines, sexting and fake news, following the 2018 autumn DSL Education Conferences.	
Procedures are in place to handle allegations against other children (peer on peer abuse).	
The child's wishes or feelings are taken into account when determining actions or providing services.	
Staff members do not promise confidentiality to the child and always act in the interest of the child.	
A designated teacher is appointed to promote the educational achievement of children who are looked after and ensure this person has been appropriately trained.	
The DSL for child protection and designated teacher for looked after children share information about the child's social worker and name of the virtual school head in the authority that looks after the child.	
An effective attendance policy and procedures are in place.	
The school has systems in place to ensure safeguarding responses to children who go missing from education, particularly on repeat occasions.	
A supervision policy is in place and supervision arrangements for all staff involved in child protection work are in place.	
School leaders have responded to the joint communication from West Midlands Police and SMBC in June 2018	
The governor/trustee code of conduct been issued to all governors/trustees and read by all governors/trustees and revisited annually?	

APPENDIX 2: Lettings Checklist for Providers using the School Site

Name of School Providing the Letting:

Name of provision letting (name and signature):

Agency/Sector (e.g.: education, early years, childcare, over 8 years play work, health):

Owner of Provision (name and signature):

Manager of Provision (name and signature):

Confirmation of Safeguarding Arrangements for Letting Agreements

Designated Member of Staff for Child Protection	YES	NO
Name of Designated Member of Staff		
Designated member of staff has attended the Solihull Safeguarding Partnership training for designated members of staff for child protection (module 2 multi-agency working, and CSE, Early Help and Neglect modules). In addition regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	YES If yes, date attended:	NO
All staff, volunteers, committee members and students have been trained in safeguarding awareness which focuses strongly on child protection and is refreshed on a three year basis. In addition regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	YES If yes, date attended:	NO
Have all staff read and understood Chapter 1 of Keeping Children Safe in Education (2019)?	YES	NO
Does the setting have clear procedures for vetting visitors and a visitor record book for signing in and out?	YES	NO
Does the setting have an effective child protection policy and procedures in place (including a clearly mapped referral process and clear escalation process) which has been shared and read by all staff?	YES	NO
Are there procedures in place to ensure new staff / volunteers / committee members <ul style="list-style-type: none"> • Are inducted to the child protection policy and procedures by the Designated Member of staff for child protection? • Receive child protection awareness training within 12 weeks of appointment? 	YES	NO
Are staff and leaders clear on how to act in the event of specific safeguarding concerns (page 12 Keeping Children Safe in education 2019), particularly how to act to safeguard pupils who are at risk of or experiencing child sexual exploitation (CSE), peer on peer abuse (including bullying, physical abuse, sexual violence and sexual harassment, sexting, initiation/hazing type violence and rituals), contextual safeguarding, missing children, female genital mutilation (FGM) and radicalisation or violent extremism?	YES	NO
Does the provision have an up to date safer recruitment policy and procedures which are applied to every appointment?	YES	NO
Has the chair of each recruitment panel attended safer recruitment training in line with Solihull LSCP requirements?	YES	NO

Does the setting maintain a single central record for all staff, the manager and the owner, which confirms that they are suitable to work with children – including a relevant qualifications check and children’s workforce DBS check (in line with SMBC model SCR)?	YES	NO
Have relevant staff been asked the question around childcare disqualification and have leaders taken appropriate action?	YES	NO
Does the provision have a managing allegations policy and procedures in place which are understood by <u>all</u> including dealing with allegations against the manager/owner?	YES	NO
Have leaders who manage allegations against staff read chapter 4 of keeping children safe in education (2019)?	YES	NO
Have leaders involved in managing allegations attended LSCP managing allegations training?	YES	NO
Does the provision have a whistleblowing policy and procedures in place which is clearly understood by all?	YES	NO
Does the provision have a health and safety policy and clear risk assessments in place?	YES	NO
Have all staff attended health and safety awareness training?	YES	NO
Does the provision have clear fire evacuation procedures and regular fire drill practice?	YES	NO
Is the provision registered with Solihull environmental health? Do staff receive appropriate environmental health training (eg: food handling)?	YES	NO
Does the provision have clear confidentiality procedures in place including secure storage of confidential information?	YES	NO
Does the provision have an e-safety policy and protocols to ensure the safety of children and young people?		
Has your club/organisation achieved Clubmark status?	YES If yes, when?	NO
If no, is your club/organisation working towards Clubmark?	YES	NO
Is your club/organisation affiliated to a governing body?	YES If yes, please state which governing body	NO
Does your club/organisation access any local forums?	YES Please state	NO
Further guidance via NSPCC website: “Are they safe? A guide to safeguarding in England for leaders of groups in the voluntary and community sector” . link to NSPCC.org.uk “Briefing for Schools: Organising safe sporting events” link to NSPCC safe sporting		

For the school providing the letting to complete:

I (headteacher or senior leader) have reviewed this risk assessment and:-

- I am satisfied that (name of provision) has the appropriate safeguarding arrangements in place to let the (state area) on the school site.
- I am not satisfied that (name of provision) has the appropriate safeguarding arrangements in place to let the (state area) on the school site.

As a result:-

- The provider can let the premises.
- The following actions need to be undertaken before the provider can let the premises.
- The provider cannot let the premises.

Signed

Name

Date

APPENDIX 3: Example of staff child protection induction and training record

Staff and volunteers Names	Role – (eg: Headteacher, Teacher, Teaching Assistant, CAFSW, Learning Mentor, Lunchtime Supervisor, Cleaner, Governor, Volunteer	Read and understood Keeping Children Safe in Education 2019 Chapter 1	Read and understood Child Protection Policy	Read and understood safeguarding policy	Child Protection Awareness Training and other updates.	Designated Safeguarding Lead multi-agency LSCP Training	Designated Safeguarding Lead Conference and other updates	Managing Allegations	Safer Recruitment	Preventing Radicalisation Train the Trainer	Preventing Radicalisation WRAP 3,	CSE Awareness	CSE LSCP Training / Conference	FGM Awareness	Forced Marriage Awareness	Child on child abuse (also called peer on peer abuse) update	Children Missing from Education Awareness	Drugs and Alcohol, including Parental Substance Misuse	Domestic Abuse Train the Trainer	Domestic Abuse Awareness

Staff and volunteers Names	Role – (eg: Headteacher, Teacher, Teaching Assistant, CAFSW, Learning Mentor, Lunchtime Supervisor, Cleaner, Governor, Volunteer	Health and Safety Awareness	Fire Awareness	Stress at Work Awareness	First Aid Training (Paediatric/first aid at work)	Epipen/Asthma Awareness	Administration and Storage of Medication	Contextual safeguarding update to staff	Child on child sexual violence and sexual harassment update to staff	County Lines update										

APPENDIX 4: Barring an individual from a school site (model letter)

Dear

Following discussions with the head teacher, xxxx, at xxxx, I am writing to inform you that from (insert date) until (insert date) (in the first instance), you are not allowed to enter the school premises and site.

This is in accordance with Section 547 of the Education Act 1996 because

The Local Education Authority and School have a duty to ensure the health and safety of staff and pupils, and this will be achieved if you do not enter the school site.

For the duration of this decision you may bring your child/children to school and collect at the end of the school day, but you must not go beyond the school gate. Arrangements have been made for your child/children to be collected, and returned to you, at the school gate by a member of staff.

The School and Local Authority will review this decision at the end of The withdrawal of permission for you to enter the school premises takes effect straightaway. However, I still need to decide whether it is appropriate to confirm this decision. Before we do so, I wish to give you an opportunity to give me in writing any comments of your own in relation to this incident. These comments may include any expressions of regret on your part and any assurances you are prepared to give about your future good conduct.

Yours faithfully

SMB

APPENDIX 5: Chronological Record of Actions – Allegations against Employees

Name of Employee:

Job Title:

Name of Manager overseeing investigation:

(This form is to assist with recording activity and discussions in relation to the case and ensuring planned actions/responsibilities are recorded.)

Date	Record of activity	Action to be taken	Comments

APPENDIX 6: Referrals to the Local Authority Duty Officer (LADO):

Please ensure any minutes from POT or similar meeting are received within 15 days (note below) and any actions followed up.

Name of Member of Staff or Volunteer	Date concern raised with LADO	Outcome	Date case closed with LADO	Learning for school.

SMBG

APPENDIX 7: Model Safeguarding Action Plan

Safeguarding Action Plan: Academic Year 2016/17				
What?	Who?	How/When?	Evaluation	Impact



APPENDIX 8: Work Related Violence – Guidance to Managers: Risk Assessment Check List and Guidance to Staff: Minimising the Risks

It is the responsibility of managers to identify situations where staff may be at risk as mentioned in 2.1.2 of this document. A risk assessment must be carried out with a view to reducing the risk to the lowest practicable level.

In carrying out an assessment, examples of questions to be asked are as follows:

1. Can duties which staff undertake alone and where there is a foreseeable risk, be organised to reduce the risk or eliminate it altogether?	
2. Does the Work related represent a special risk to the solitary worker either within the building or in leaving the building in hours of darkness?	
3. Is external lighting of access footpaths adequate in darkness: are there other features of planting or screening which make staff vulnerable to surprise attack?	
4. Have all staff deemed to be at risk been issued with a personal alarm, or are alarms available (This should be seen as a last resort) for staff to "book out" when required? Can car parking arrangements for such staff be improved?	
5. Have discussions been held with staff at risk on training opportunities such as self-defence training or dealing with aggression?	
6. Is there an additional risk of violence due to cash being handled? Are staff in areas protected from public access?	
7. Is there safe access and exit for one person in a foreseeable emergency situation?	
8. Do employees who are required to work alone have any medical condition which may make them unsuitable for such work? Consideration should be given to both routine work and foreseeable emergencies which may impose additional physical and mental burdens on the individual.	
9. Have procedures for lone working been developed and do staff have the knowledge and maturity needed in order to establish clear limits on what should and should not be done while working alone?	
10. Is there adequate supervision of staff who work alone, and a system to monitor situations to ensure arrangements meet policy?	
11. Do lone workers have access to a telephone or panic alarm for use in an emergency, also first aid equipment?	
12. Under what circumstances or situations should staff never be on their own?	

Having assessed and evaluated the risk, Managers will need to devise plans for dealing with any hazardous situations which have come to light. The plan should incorporate a mechanism for monitoring and review of the effectiveness of any action taken.

Work Related Violence – Guidance to Staff: Minimising the Risks

Preparation Check list	
Thorough preparation and planning can greatly reduce the risk of violence. Consider the following preparations if your job involves meeting members of the public:	
Check the records	What is known about the client? Have access to the Warning marker system?
Interview in the office	Whenever possible, avoid interviews in the client's home.
Remove Potential Weapons	Clear the interview area of any objects that could be used as weapons.
Office Familiarity	Make sure you know where the panic button is, if there is one, and where the nearest colleague is situated.
Choose your Time	For example if you know the client drinks alcohol at lunch time, schedule the interview for the morning.
Work in Pairs	If you have the slightest suspicion of danger.
Movement Diary	Never leave the office to visit a client without telling colleagues where you have gone and when you expect to return.
Adequate Data	Be well prepared for the interview and try to anticipate the questions you might be asked.
Stay Detached	Never reveal personal details about yourself, for example your address or telephone number.

Home Visits
It is not always possible to avoid meeting clients in their own home, in which case the following additional precautions should be taken.

Check the Address	Check it is correct; do not be drawn into meeting elsewhere.
Check Authenticity	For example, check the telephone directory and cross match the name and address, if the client is unknown to you.
Parking	Park as close as possible to the meeting place and position the car so as to be able to leave the scene quickly, if need be.
Carry a Torch	Particularly if visiting in darkness, or if you have to use unlit passageways.
Let the Client Lead	Follow the client into rooms and avoid having the client behind you.
Choose your Seat	Sit between the client and the door so that you can leave more easily if necessary.
Other People	If possible try to arrange the appointment for a time when other people, for example family or neighbours of the client, will be around.
Work in Pairs	If you have any reason to suspect you might be at risk, speak to your manager about taking a colleague with you. If necessary, re arrange interviews so that you can take a colleague with you.

Dealing with Animals	It is not unheard of for people to use their animals - usually dogs - as 'weapons'. If you are concerned about the presence of an animal, tell the owner that you would like it to be restrained or, preferably, put into another room. If the owner refuses, speed up the interview but try to avoid conflict. If you are really concerned, terminate the interview and ask the client to call at your office.
Working in a public area -	Each time before you begin work ensure that there is another member of staff in the building who is on call, pre-arrange how contact will be made with that person in the event of an emergency. Regular checks, if possible to be made by members of staff who are working in the public area, where possible, visual contact between members of staff particularly when different concurrent activities being held in the same location.

Handling Cash	
Sensible precautions will minimise the risk of theft or robbery:	
Avoid setting patterns	which others can discern. Vary routes, parking and timing as much as possible.
Keep it Secret -	Never discuss the fact that you carry or collect cash
Keep Cash out of sight -	If you have to give change, do so from a separate, small float.
Don't try to be a hero/heroine! -	Your safety is the most important thing, hand over the cash.