

## **SAFEGUARDING & CHILD PROTECTION POLICY**

Other related policies:

Anti-bullying and Racism  
Safer Recruitment  
Behaviour  
Whistleblowing  
E-safety  
Educational visit guidelines  
Staff induction procedures  
Information Retention  
E safety policy (including acceptable use policy)  
Anti-bullying policy  
Code of conduct  
Intimate care policy  
Use of mobile phones policy – within code of conduct and e safety policy

Relevant Legislation and documentation:

Keeping Children Safe in Education 2018

[https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting\\_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf)

Data Protection including GDPR, 2018  
Working Together to Safeguard Children 2018  
London Child Protection Procedures 5<sup>th</sup> Edition 2018  
Prevent Duty 2015  
Protection of Freedoms Act 2012  
Safeguarding Vulnerable Groups Act 2006  
Education and Inspections Act 2006  
Education Act 2011  
Children Act 2004, 1989  
EYFS Statutory Framework 2017

This policy was reviewed and adopted by the Governing Body on: **5<sup>th</sup> November 2018**. It will be reviewed annually by the Governing Body and/or following any updates to national and local guidance and procedures. This policy will be next reviewed on or before **December 2019**.

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents

### **Key Safeguarding Contacts:**

The Designated Governor for safeguarding and child protection is: *Ian Norman-Bruce*

The Designated Safeguarding Lead (DSL) for child protection is: *Craig Taylor*

The Deputy Designated Safeguarding Leads are: *Maggie Ryan; Jess Healy*

The Designated Teacher for children looked after (CLA) is: *Craig Taylor*

The Designated Manager for Allegations against Staff and Volunteers is *Greg Crawford, Headteacher or if relating to the Headteacher, Ian Norman-Bruce, Chair of Governors.*

There is an online form for notifying the LADO about any allegations about staff and volunteers, this should be used for all LADO notifications.

The link to the form is below and will also be available via the ISCB website, [www.islington.scb.org](http://www.islington.scb.org)  
<https://securesurvey.islington.gov.uk/selectsurvey/TakeSurvey.aspx?SurveyID=n2M0m92>

Please note that all other contact details for the LADO are: [lado@islington.gov.uk](mailto:lado@islington.gov.uk) and 0207 527 8101/8102.

## Contents

1. Introduction.....	4
2. Statutory framework.....	4
3. Roles and responsibilities.....	5
4. Types of abuse / specific safeguarding issues .....	7
5. Procedures .....	10
6. Training .....	11
7. Confidentiality.....	12
8. Records and information sharing.....	12
10. Allegations about members of the workforce.....	13
11. Whistleblowing .....	14

## What to do if you are worried about a child/young person

### Why are you concerned?

For example

- Disclosure
- Child's appearance – unexplained marks and bruises, clothes, hygiene
- Change in behaviour, presentation, attendance, progress and attainment
- Behaviour which causes concern, indicates risk/vulnerability

### Immediately record your concerns

Follow the school's procedure (Complete Sharing concerns form (on G Drive) and email or hand hard copy to safeguarding team.

- If responding to a disclosure:
  - Reassure the child and clarify concerns if necessary e.g. ambiguous words and phrases
- Complete Sharing Concern Form Use child's own words and indicate any marks on body map charts, Sign and date all records

### Inform the Designated Safeguarding Lead through school office

Craig Taylor, Deputy Head Teacher (Designated Safeguarding Lead); Maggie Ryan, Pastoral Care Manager (Deputy Designated Safeguarding Lead); Jess Healy, Assistant Head Teacher (Deputy Designated Safeguarding Lead)

### Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Refer to ISCB Threshold document and procedures to support consideration: [www.iscb.org.uk](http://www.iscb.org.uk)
- Refer to other agencies as appropriate e.g. Children's Services Contact Team (CSCT) LADO, Police.
- If unsure then consult with CSCT, without giving child's details (0207 527 7400)

### If you are unhappy with the response

**Staff:**

- Follow school Whistleblowing Procedures available on G Drive or hard copy from the office.
- Follow ISCB Escalation policy and procedures

**Pupils and Parents:**

- Follow school complaints procedures available on G Drive or hard copy from the office.

**Record decision making and action taken in the child's safeguarding/child protection file. Set up new file if this is the first concern.**

### Monitor

- Be clear about:
- What you are monitoring e.g. behaviour trends, appearance, attendance etc.?
  - How long you will monitor for?
  - How you will record and to whom you will feedback and when?

**Review and Re-refer** The safeguarding team meet weekly to review safeguarding referrals.

At all stages the child's circumstances will be kept under review.  
The DSL/staff will re-refer if required to ensure the **child/young person's ongoing safeguarding and welfare needs are addressed.**

# SAFEGUARDING AND CHILD PROTECTION POLICY FOR POOLES PARK SCHOOL

## 1. Introduction

- a. Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. (*Keeping Children Safe in Education – DfE, 2018*)
- b. This Safeguarding and Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Staff Code of Conduct Policy, Physical Intervention Policy, Anti-Bullying Policy, Behaviour Policy, Safer Recruitment Policy, Health and Safety Policy, Educational Visit Policy, E-safety Policy, Social Media Policy and Photography Policy. It should also be read in conjunction with Part 1 of Keeping Children Safe in Education (DfE, 2018).
- c. Safeguarding and promoting the welfare of children is defined in *Working Together to Safeguard Children, 2018* 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
  - Taking action to enable all children to have the best outcomes

## 2. Statutory framework

- a. Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.
- b. The development of appropriate procedures and the monitoring of good practice in Islington are the responsibilities of the [Islington Safeguarding Children Board](#) (ISCB). In Islington (and London) all professionals must work in accordance with the London Child Protection Procedures (LCPP), 2018.
- c. Our school works in accordance with the following legislation and guidance:
  - [Keeping Children Safe in Education](#) (DfE, 2018)
  - [Working Together to Safeguard Children](#) (HMG, 2018)
  - Education Act 2002
  - Children Act 2004
  - Children Act 1989
  - Data Protection legislation (including the General Data Protection Regulation, 2018).
  - Information sharing advice for safeguarding practitioners (HMG, 2018)
  - [What to do if you're worried a child is being abused](#) (HMG, 2015)
  - [Counter-Terrorism and Security Act \(HMG, 2015\)](#)
  - [Serious Crime Act 2015](#) (Home Office, 2015)
  - Education (Pupil Registration) Regulations 2006
  - Sexual Offences Act (2003)

- [Searching, screening and confiscation](#) (DfE, 2014)
- [Preventing and Tackling Bullying \(DfE, 2017\)](#),
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

### 3. Roles and responsibilities

- All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (e.g., the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.
- All staff, governors and volunteers will read Keeping Children Safe in Education 2018, part 1 and Annexe A. Senior Leadership will support all staff in understanding this key document and implementing it in their practice.
- The Governing Body
  - The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.
  - The governing body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place.
  - The governing body ensures the school contributes to multi-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.
  - The governing body ensures that all staff and volunteers undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.
  - The governing body ensures that children are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.
  - The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

d. The Head teacher

- The Head teacher works in accordance with the requirements upon all school staff (see below). In addition, (s)he ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.
- The Head Teacher manages all concerns about the conduct of adults in the school in relation to safeguarding and child protection.

e. The Designated Safeguarding Lead (DSL) (and Deputy DSL)

- The DSL in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Islington's Children's Social Care (Children's Services Contact Team) or other local authorities are made in accordance with London Child Protection Procedures. They work with statutory, targeted and universal agencies as required.
- The DSL takes lead responsibility for co-ordinating early help assessments for children within the school.
- The DSL takes lead responsibility for keeping full written chronological records of all concerns about a child even if there is no need to make an immediate referral to CSC. These records are kept confidentially and securely and are separate from other pupil records.
- The DSL or a deputy should always be available to discuss safeguarding concerns. If for any reason the DSL is unavailable, one of the named deputy DSLs will act in their absence.

f. All school staff and volunteers

- Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the DSL to report any concerns. This includes children and young people who:
  - Are disabled and have specific additional needs
  - Have special educational needs (whether or not they have an Education, Health and Care Plan (EHCP))
  - Are young carers
  - Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
  - Are frequently missing/going missing from care or home
  - Are at risk of modern slavery, trafficking or exploitation
  - Are at risk of being radicalised or exploited
  - Are in challenging family circumstances such as drug and alcohol misuse, adult mental health issues and domestic abuse
  - Are misusing drugs and alcohol themselves
  - Have returned home to their family from care

- Are privately fostered.
- All staff will develop their understanding of the signs and indicators of abuse and of their responsibility for referring any concerns.
- All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.
- All members of staff know how to respond to a pupil who discloses abuse in line with the London Child Protection procedures and will pass this information on immediately to the DSL, or, in their absence, the deputy DSL.
- If, in exceptional circumstances, the DSL (or deputies) are not available, staff should speak to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.
- All members of staff know how to access edition 5 of the London Child Protection Procedures at <http://www.londoncp.co.uk/>
- All staff are aware of the school's 'Whistleblowing and Managing Allegations Policy' and how to access it.

#### **4. Types of abuse / specific safeguarding issues**

- a. Keeping Children Safe in Education (DfE, 2018) defines abuse as the maltreatment of a child. *"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children"*
- b. The four main types of abuse are
  - Physical
  - Emotional
  - Sexual
  - Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

- c. Peer on peer abuse
  - Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

- Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

d. Children with special educational needs and disabilities

- Our school understands that children with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:
  - Being more prone to peer group isolation than other groups and being disproportionately impacted by things like bullying, without outwardly showing signs of being bullied
  - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than abuse or neglect
  - Communication barriers and difficulties in overcoming these barriers in relation to disclosing abuse or neglect
- Our school understands the additional vulnerability of children with special educational needs and disabilities and will ensure positive and proactive behaviour support to reduce the occurrence of risky behaviour and the need to use restraint.

e. Children missing from education

- All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education.
- The school will hold at least 2 emergency contact numbers for each child and will use both numbers, if necessary, as part of the First Day calling process.
- Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Education Welfare Service (Martin Fulbrook in the first instance), then Pupil Services, Social Care and/or Police).
- Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

f. Child Sexual Exploitation (CSE)

- Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community.

*"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may*



*have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".*

(Department of Education (DfE), 2017)

- It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The DSL is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

g. Sexting:

- The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.
- This School will not tolerate sexting; it is inappropriate and illegal amongst young people and can have extremely damaging and long-lasting consequences. Sexting is unacceptable behaviour. The misuse of electronic communication, such as sexting, inappropriate comments on Facebook for example, being the object of cyber-bullying and online grooming are all potential safeguarding concerns.
- We will work with parents and carers in ensuring that all pupils are fully aware of the dangers and possible repercussions of sexting.

h. Sexual violence and sexual harassment between children

- Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.
- Staff should be aware of the importance of:
  - making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
  - not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
  - challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
  - Not dismissing or tolerating such behaviours as this risks normalising them.

i. Female Genital Mutilation (FGM)

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.
  - As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a mandatory duty on **school staff** (and other professionals) to notify the police, on **101**, of **known** cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.
- j. Forced marriage
- A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.
- k. Prevention of radicalisation
- As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.
  - It requires schools to:
    - teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
    - be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
    - be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues
  - CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

## 5. Procedures

- a. All action is taken in accordance with the following guidance;
- London Child Protection Procedures (2018)
  - Keeping Children Safe in Education (DfE, 2018)
  - Working Together to Safeguard Children (DfE, 2018)
  - PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
- b. When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the DSL and how to share concerns with them.

- c. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the DSL (or, in their absence, the deputy DSL). See flowchart 'What to do if you are worried about a child/young person' on page 3.
- d. The DSL or the deputy will immediately refer cases of suspected abuse or allegations, by telephone, to the Children's Services Contact Team (CSCT) in Islington on 0207 527 7400 or the local authority where the child lives. For Islington referrals the telephone referral to CSCT will be confirmed in writing using the CSCT Request for Service/Referral Form within 48 hours. Referrals to other local authority statutory services will be followed up, within the same timescale, using their referral forms.
- e. All referrals will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given.
- f. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from CSCT and/or Police in making decisions about when it is appropriate to share information with parents / carers.
- g. If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the DSL for re-consideration of the case.
- h. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support.

## **6. Training**

- a. The DSL (and deputies) undertake ISCB Group 5 and Update/Refresher training child protection training at least every two years and regularly update their safeguarding and child protection knowledge and skills through attending DSL briefings and reading safeguarding newsletters, e.g. NSPCC Casper Weekly Updates. The Head teacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the ISCB.
- b. The school ensures that the DSL (and deputies) also undertake training in multi-agency working and specific safeguarding areas as appropriate.
- c. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will always include a reminder of in school referral processes. Topics may include:
  - Indicators of abuse
  - Prevent
  - CSE
  - Online Safety
  - FGM
  - County Lines

- Sexual violence and sexual harassment
- d. Induction for all new members of staff, governors and volunteers will include:
- safeguarding and child protection policy
  - staff code of conduct and staff acceptable use policy
  - behaviour policy
  - procedures for managing children who are missing education
- e. Records of all child protection training undertaken are kept for all staff and governors.

## **7. Confidentiality**

- a. Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret.
- b. In accordance with statutory requirements, child protection concerns must be reported to the DSL and may require further referral to and subsequent investigation by statutory agencies (i.e., children's social care and police).
- c. Information on individual child protection cases may be shared by the DSL (or deputy) with other relevant staff members on a 'need to know' basis only and where it is in the child's best interests to do so.

## **8. Records and information sharing**

- a. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst Data Protection legislation (including the General Data Protection Regulation, 2018) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life should not prevent sharing where there are real safeguarding concerns. Fears about sharing information should not stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.
- b. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.
- c. Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it on the Sharing Concerns form on paper or electronically depending on the urgency of sharing the information, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include any action taken at the time. This is then presented to the DSL (or deputy), who will decide on the next steps and record this accordingly. We are adopting Provision Map Safeguarding package to store and share safeguarding information between school staff and outside agencies where appropriate. If a child is transferred to another school, such as when transitioning to Secondary school, the records are sent electronically if that school uses a compatible system, or it is printed and a hard copy sent.

- d. All records related to child protection are kept in an individual safeguarding / child protection file for that child (which is separate to the pupil file). The safeguarding records are kept as hard copy and/or electronically. The hard copies of files are kept in locked cabinets in the Pastoral Care Manager's room. Electronic copies are password protected. Only safeguarding staff have access to this.
- e. Where a pupil transfers from our school to another school / educational setting, home-schooling, the DSL (or deputy DSL) will copy their safeguarding/ child protection file in its entirety and forward the original file to the new educational setting or pupil services. This will be marked 'Strictly Confidential' and for the attention of the receiving school's DSL, with a return address on the envelope so it can be returned to us if it goes astray. The school does not keep copies of records sent to another school after receipt. If the receiving school is within a reasonable distance, the records will be hand delivered and a signed receipt kept. The records will be sent recorded delivery if the receiving school is further away, and a copy kept until the receiving school has received the records. We will obtain evidence that the paperwork has been received by the new school and place this on the copied file which will then be shredded.
- f. Where a pupil joins our school, we will routinely check with the previous early years setting or school whether there are current or historical safeguarding / child protection records.

## **9. Multi-Agency Working**

- g. It is the responsibility of the DSL to ensure that the school is represented at any child protection conference called for children on the school roll or previously known to them. In addition, we will ensure that a child protection conference report is submitted two working days in advance of an initial conference and five working days for a review conference, in line with London Child Protection Procedures.
- h. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference in line with London Child Protection Procedures.
- i. If a child is subject to a Child Protection, Child in Need plan or Early Help Assessment and Plan, the DSL will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation.
- j. Where the school is part of the core group, the DSL will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the safeguarding team will inform the child's social worker immediately and then record that they have done so and the actions agreed.

## **10. Allegations about members of the workforce**

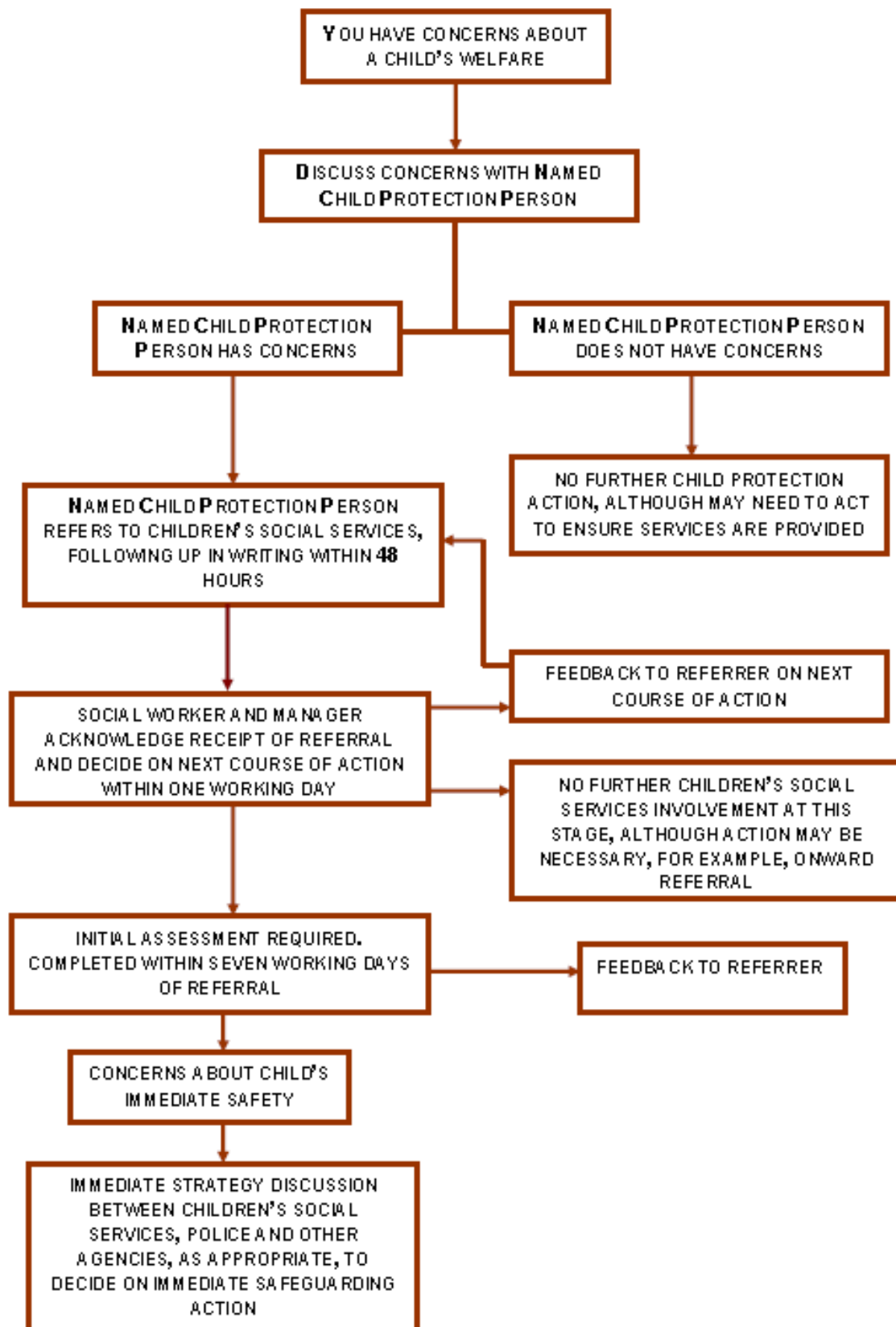
- a. All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook and Code of Conduct.

- b. The school works in accordance with statutory guidance and the Allegations against Staff/Volunteers (ASV/LADO) procedures (LSCB, 2017) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current London Child Protection Procedures provides detailed information on this.
- c. The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Head teacher. Staffing matters are confidential and the school operates within statutory guidance around Data Protection.
- d. Where the concern involves the Head teacher, it should be reported directly to the Chair of Governors.
- e. ASV/LADO procedures (LSCB, 2017) require that, where an allegation against a member of staff is received, the Head teacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) on **0207 527 8101/8102** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires police involvement. This will include advice on speaking to pupils and parents and HR. The school will not carry out any investigation before speaking to the LADO.

## **11. Whistleblowing**

- a. Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.
- b. All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.
- c. We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- d. Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24-hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Appendix 1 Sharing Concern Procedure for staff to follow: Check back after 3 days if you have had no feedback from the Designated Member of Staff you discussed the concern with.



8

If a child makes a disclosure of abuse the following actions are to be taken:  
React calmly so as not to frighten or deter the child / young person

Listen carefully to what the child / young person tells you without interrupting and take it seriously

Ask questions for clarification only. Avoid asking questions that suggest a particular answer

Do not stop a child / young person who is freely recalling significant events. Allow them to continue at their own pace.  
Acknowledge how difficult it might have been for them to share this with you

Reassure them that they have done the right thing in telling.

Tell the child / young person that they are not to blame

Never promise a child / young person that what they told you can be kept a secret. Explain to the child / young person that you have a responsibility for their safety and therefore have to tell somebody in authority. Let them know that there are others who can help them and that they are not alone.

Tell them what you will do next and with whom the information will be shared

Ensure the safety of the child / young person.

As soon as possible take care to record in writing what was said using the child's own words. Record the date, time, setting, any names mentioned, to whom the information was given and other people present. Sign and date the record  
Record any subsequent events and actions.

It is not your responsibility to decide if a child has been abused. Any disclosure must be raised with the Designated Safeguarding Lead.

A child may recall former abuse once in a safe situation. Although they may be under no current threat to their safety, any disclosure must be raised with the Named Child Protection Person and followed through appropriately.

You may also have concerns about a child's welfare where there has not been any disclosure or allegation. In the best interests of the child / young person, these concerns should be raised with the Named Child Protection Person and followed through appropriately.

#### WHAT INFORMATION WILL YOU NEED WHEN MAKING A REFERRAL?

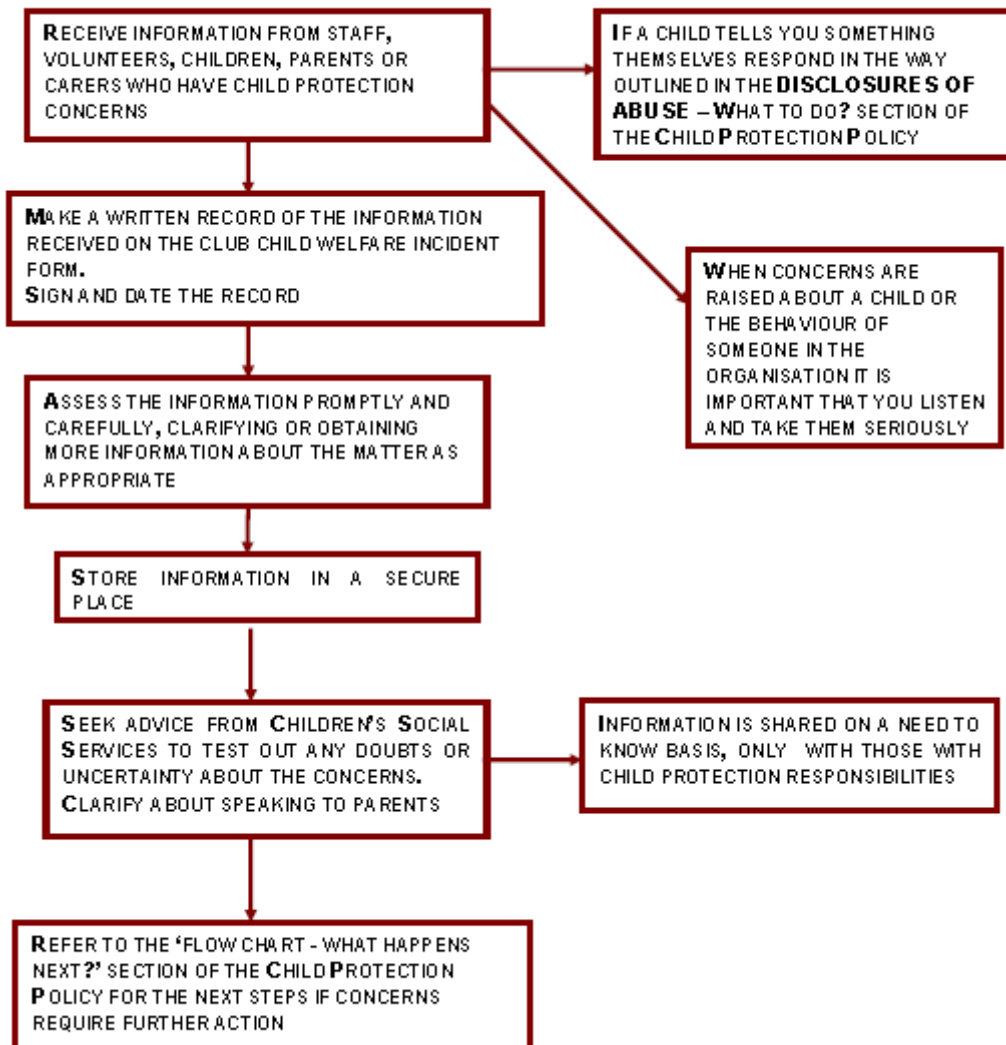
You will be asked to provide as much information as possible; such as the child's full name, date of birth, address, school, GP, languages spoken any disabilities the child may have, details of the parents, other siblings, chronology of previous concerns. Do not be concerned if you do not have all these details, you should still make the call.

You should follow up the verbal referral in writing, within 24hrs.

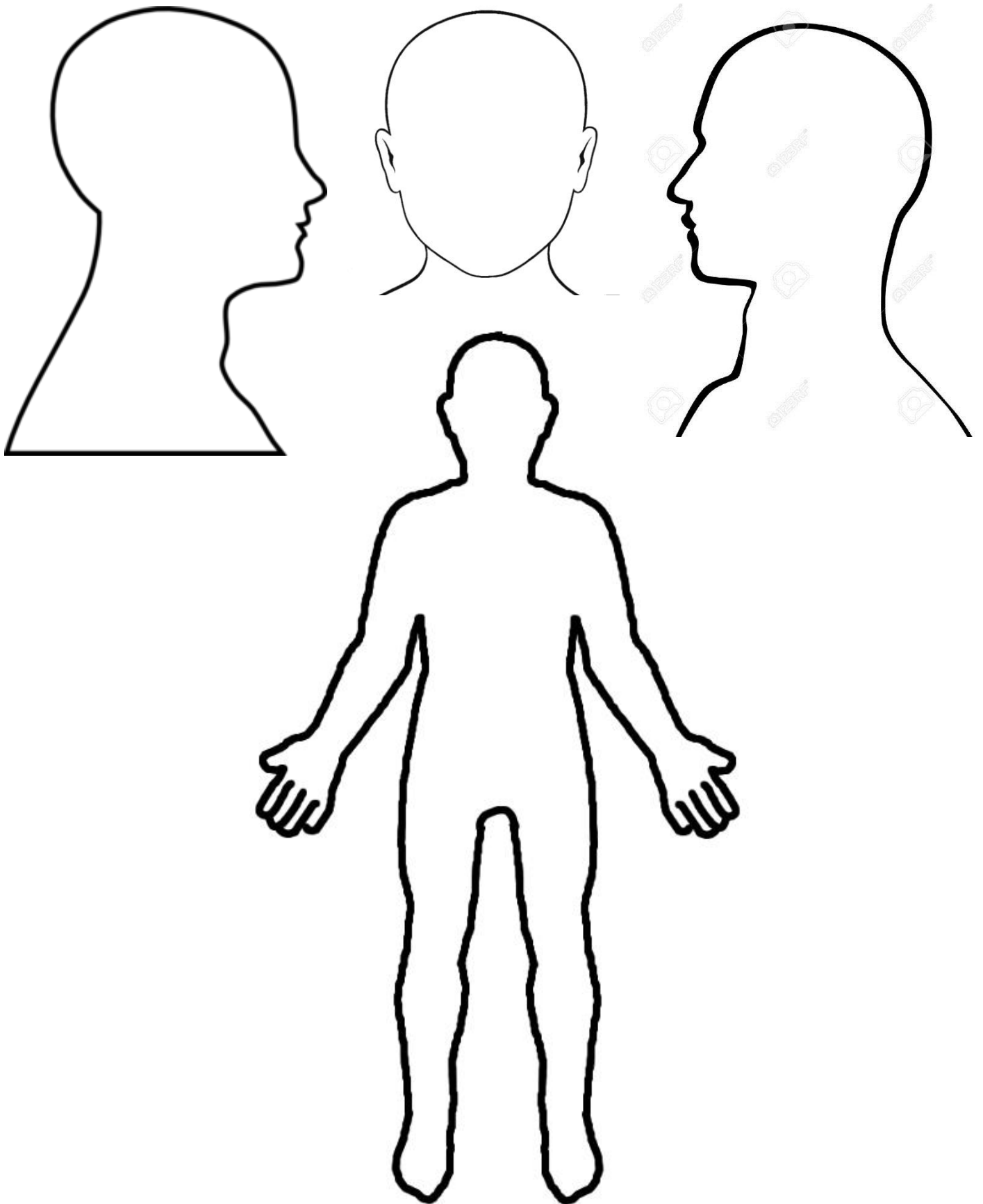


Appendix 2: Procedure for Designated Safeguarding Lead:

**RESPONDING TO CONCERNS**



<h1>Pastoral Cause for Concern</h1>			
<b>Pupil Name</b>			<b>Class:</b>
<b>Staff:</b>	<b>Date:</b>	<b>Time:</b>	<b>Location:</b>
<b>For use by SLT for Safe guarding children,</b>		Fill in if contact is made with Parent/Carer, or Children's Services	
		<b>GC</b> <input type="radio"/>	<b>JH</b> <input type="radio"/>
		<b>CT</b> <input type="radio"/>	<b>MR</b> <input type="radio"/>
<input type="radio"/> Referred to PCM	<input type="radio"/> Referral CSC	<input type="radio"/> Contact Social worker	
<input type="radio"/> Record & Monitor	<input type="radio"/> Contacted Parent/Carer	<input type="radio"/> Other	
Discussed with Parent/Carer:			
<b>Action Taken:</b>			



#### **Appendix 4: Types of abuse and neglect and their recognition**

The four main categories of abuse are physical, sexual, emotional abuse and neglect. Bullying can also be a category of abuse. The abuse, or possible abuse, of a child/young person may come to your attention in a variety of ways.

There may be aspects of the child's/young person's behaviour or presentation that lead you to suspect that they may be at risk. These possible signs should be shared with your Named Child Protection Person. They may then decide to refer the child/young person to care agencies for further enquiries to be made.

#### **The possible signs of abuse/neglect include:**

Information given by the child/young person

Information reported by a concerned adult

Changes in the child's/young person's behaviour. For example, the child/young person suddenly becomes quiet, tearful, withdrawn or aggressive

Loss of weight without a medical explanation

Eating problems, for instance, overeating or loss of appetite

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of KCSIE, 2018 and staff who have direct contact with pupils should also read annex A.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see KCSIE, para50:2018).

#### **Signs that MAY INDICATE Sexual Abuse**

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for - inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Missing from home, nursery/school/college, medical appointments including frequent lateness

- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

**Peer on Peer Abuse and Bullying** is the abuse and/or intimidation by a person, people or an organisation against another or others. It may be a specific act or it may be institutional. It is an abuse of a perceived power relationship. Children can also bully other children. Bullying may include verbal abuse and intimidation, acts of physical or sexual abuse and coercion, e-bullying, through texting, filming on mobiles and posting on social networks. Whatever its form it is unacceptable. It must be challenged and appropriately addressed.

**Some possible signs of peer on peer abuse and bullying:**

Reluctance to attend activities previously enjoyed.

- Tearfulness, depression, erratic emotions,
- loss of concentration.
- Stomach aches, headaches, difficulty in sleeping, bed-wetting, bruising, cuts scratches, damaged clothing, bingeing on food, alcohol or cigarettes.
- Shortage of money, frequent loss of possessions.
- Asks for money or starts stealing (to pay bully/ies.
- Drop in performance.

Actions to prevent peer on peer abuse and bullying:

- take all signs of bullying very seriously
- encourage children to speak and share their concerns
- have a clear anti-bullying policy to which staff, volunteers, parents / carers, children / young people sign up to
- improve supervision
- hold discussions on bullying where appropriate

If peer on peer abuse and bullying occurs:

- take the problem seriously
- investigate it
- talk to the perpetrators and victims separately
- decide on appropriate action

Responding to suspected peer on peer abuse and bullying:

- help the victim speak out
- take action to ensure the victim is safe
- inform parents / carers of victim
- hold a follow-up meeting with the victim and their families to report progress
- talk to the bully to see if the allegation has any foundation, ideally not one-to-one
- try to get the bully/ies to see the consequences of their behaviour
- support / encourage bullies to change behaviour
- obtain an apology from bully/ies to victim
- inform parents / carers of the bully/ies
- insist on the return or replacement of any items 'borrowed', stolen or destroyed
- impose appropriate sanctions against bully/ies in consultation with the parents / carers. These may result in the bully/ies being asked to leave
- hold a follow-up meeting with the bully/ies and their families to report progress
- provide support to staff / volunteers of bullies and victims
- inform relevant members of the organisation about the incident and any action taken
- keep a written record of incidents and action taken
- report any concerns to the Named Child Protection Person

**Safeguarding Children who have Special educational Needs and/or disabilities**

In addition to the above some possible signs of abuse for disabled children are:

- Bruising on sites that may not be concerning on a non-disabled child

- Not getting enough help with feeding
- Over or under medicating
- Poor hygiene and personal care arrangements
- Rough handling / excessive restraint
- Lack of stimulation
- Unwillingness to learn a child's means of communication
- Il-fitting equipment / invasive procedures which are unnecessary or carried out against the child's will

### **Vulnerability of children who have Special educational Needs and/or disabilities**

- Attitudes and assumptions can lead to the denial or failure to report abuse
- Reluctance to challenge carers – misplaced empathy
- Seeing abuse as attributable to the stress and difficulties of caring for a disabled child
- Beliefs that abuse does not impact on disabled children in the same way
- Double standards – unsatisfactory situations accepted for disabled children
- Dependency – exposure to a wide range of carers for personal and intimate care
- Isolation – easier for abuse and neglect to remain hidden
- Lack of participation and choice in decision making – disempowered and less likely to complain
- Especially vulnerable to bullying and intimidation
- Behaviours misconstrued as part of child's disability
- Communication barriers – may make it difficult to tell others what is happening
- Judgements made about a child's ability to communicate not based on accurate information and specialist advice
- Child's preferred method of communication not recognised / equipment and / or facilitation not available
- Communication aids don't contain the necessary words to help a child describe an experience of abuse

### **Forced Marriage**

Forced marriage, as distinct from a consensual arranged one, is a marriage conducted without the full consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds. A child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse.

Suspicious that a child may be forced into marriage include: A family history of older siblings leaving education early and marrying early; depressive behaviour including self-harming and attempted suicide; being kept at home by their parents; being unable to complete their education; a child always being accompanied including to school and doctors' appointments; a child talking about an upcoming family holiday that they are worried about; a child directly disclosing that they are worried they will be forced to marry.

Where a suspicion or allegation of forced marriage or intended forced marriage is raised, there may be only one opportunity to speak to a potential victim, so an appropriate initial response is vital. Professionals should not minimize the potential risk of harm or attempt to be a mediator. Professionals should see the child immediately, on their own, in a secure and private place and contact a member of Pooles Park Safeguarding Team: Mr Taylor; Miss Healy or Maggie.

### **Honour Based Violence**

The Metropolitan Police definition of so-called honour based violence is: 'a crime or incident, which has or may been committed to protect or defend the honour of the family and/or community'. Honour based violence cuts across all cultures and communities.

The perceived immoral behaviour which could precipitate a murder include: Inappropriate make-up or dress; the existence of a boyfriend; kissing or intimacy in a public place; rejecting a forced marriage; pregnancy outside of marriage; being a victim of rape; interfaith relationships; leaving a spouse or seeking divorce.

A child who is at risk of honour based violence is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member.

Murders in the name of 'so-called honour' are often the culmination of a series of events over a period of time and are planned. These include: House arrest and excessive restrictions; denial of access to the telephone, internet, passport and friends; threats to kill; pressure to go abroad. There tends to be a degree of premeditation, family conspiracy and a belief that the victim deserved to die.

When receiving a disclosure from a child, professionals should recognise the seriousness / immediacy of the risk of harm. Professionals should not minimize the potential risk of harm or attempt to be a mediator. Professionals should see the child immediately, on their own, in a secure and private place and contact the agency's named child protection person.

## Female Genital Mutilation

The World Health Organisation defines FGM as: “all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non-therapeutic reasons”

FGM is a criminal offence in the UK. It is also illegal to take a child abroad to undergo FGM. A child for whom FGM is planned is at risk of significant harm through physical and emotional abuse.

Where a child is thought to be at risk of FGM, practitioners need to act quickly before the child is abused through the FGM procedure in the UK or taken abroad to undergo the procedure. Any information or concern that a child is at immediate risk of, or has undergone, FGM should result in a child protection referral to Islington’s Children’s Social Care, 020–7527 – 7400.

For supplementary guidance please refer to the London Safeguarding Children

Board *Safeguarding Children at Risk of Abuse through Female Genital Mutilation (2007)*:  
[http://www.londonscb.gov.uk/procedures/supplementary\\_procedures/](http://www.londonscb.gov.uk/procedures/supplementary_procedures/)

## Spirit Possession or Witchcraft

Spirit possession is when parents, families and the child believe that an evil force has entered a child and is controlling them; the belief includes the child being able to use the evil force to harm others.

A child may suffer emotional, physical and sexual abuse and neglect if they are labelled and treated as being possessed with an evil spirit. Significant harm may occur when an attempt is made to ‘exorcise’ or ‘deliver’ the evil spirit from the child. Dismissing the belief may be harmful to the child involved.

## Preventing Radicalisation

From 1<sup>st</sup> July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have ‘due regard to the need to prevent people from being drawn into terrorism’, known as the Prevent Duty. The school recognizes that protecting children from the risk of radicalization is part of the school’s wider safeguarding duties and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences.

The school has regard to the statutory Prevent Duty Guidance, specifically paragraphs 57-76 of the guidance, concerned specifically with schools.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417943/Prevent\\_Duty\\_Guidance\\_England\\_Wales.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf)

The school ensures that pupils are safe from terrorists and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

Indicators of vulnerability to radicalization include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

For further guidance see:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118194/channel-guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf)

**These signs do not necessarily mean that a child has been abused. However if you are concerned about the welfare of a child you must report it. Do not assume that someone else will help the child. They might not.**



**Appendix 5: Useful contacts/websites Updated September 2018**

**Islington Children's Services Contact Team**

Telephone: 020 7527 7400 (office hours) or 0207 7226 0992 (out of office hours)  
[csctreferrals@islington.gov.uk](mailto:csctreferrals@islington.gov.uk)

**Islington LADO**

Telephone: 0207 527 8101  
Email: [lado@islington.gov.uk](mailto:lado@islington.gov.uk)

**Islington Police**

101 (or 999) if there is an immediate risk of harm)

**Islington Safeguarding Children Board (ISCB)**

[iscb@islington.gov.uk](mailto:iscb@islington.gov.uk)

**Islington Family Information Service**

Telephone: 0207 527 5959  
<http://www.islington.gov.uk/fis>

**Islington Family Directory**

<http://directory.islington.gov.uk/kb5/islington/directory/service.page>

Michelle Viridi, Principal Officer – Safeguarding in Education      020 7527 5595  
[michelle.virdi@islington.gov.uk](mailto:michelle.virdi@islington.gov.uk)

**Safer Schools Police Liaison**

Sergeant Matt Britnell (Safer Youth Portfolio) [Matt.Britnell@met.pnn.police.uk](mailto:Matt.Britnell@met.pnn.police.uk)  
Camden/ Islington Volunteer Police Cadets and Primary Schools  
Metropolitan Police Service  
Central North Basic Command Unit  
Kentish Town Police Station,  
12a Holmes Road,  
London NW5 3AE  
External: 020-8161 -9314

School Community Safer Police Officer Chinwe Oztas    07375 916023.    [Chinwe.F.N.Oztas@met.pnn.police.uk](mailto:Chinwe.F.N.Oztas@met.pnn.police.uk)

**Youth violence support** [yvs@islington.gov.uk](mailto:yvs@islington.gov.uk)

**National Society for the Prevention of Cruelty to Children (NSPCC)**

Weston House, 42 Curtain Road, London EC2 3NH  
020 7825 2775  
[www.nspcc.org.uk](http://www.nspcc.org.uk)  
Help for adults concerned about a child 0808 800 5000  
Help for children and young people 0800 1111  
For donation and fundraising queries 020 7825 2505

**Islington Family Directory**

Information and advice about childcare, activities and services for parents and carers, children and young people. This directory is maintained by the Family Information Service, 020 7527 5959; [fis@islington.gov.uk](mailto:fis@islington.gov.uk)

**E-safety**

<http://www.thinkuknow.co.uk>  
<http://www.thinkuknow.co.uk/Parents>  
<http://www.ceop.police.uk>

**Prevent duty guidance**

<https://www.gov.uk/government/publications/prevent-duty-guidance>

**Supporting Mental Health in Schools**

Anna Freud National Centre for Children and Families

12 Maresfield Gardens

London NW3 5SU

Tel. 020 7794 2313

Young Minds

<https://youngminds.org.uk>

## **Appendix 6: Recent Whole School Safeguarding Practice Changes:**

- Establishment of Designated Members of Staff supervision group with Islington LA
- Mobile phones are only to be used in the staffroom unless in an emergency and not around the building except offices. This includes parents and carers in the playground. However, filming and recording images of assemblies/events etc are permitted as long as they are not uploaded to social media
- Parents must not enter the building for any reason during lesson time. A member of Admin staff will collect children for appointments or pass on messages/PE kits etc.
- If a member of staff has a meeting (HT, DHT, AHT, PCM, SENCO) they will be notified by the Office that their visitor has arrived and they will be expected to go down to the Office to meet their visitor.
- Children can go straight up to class in the morning if SLT decide it is raining heavily in the morning but parents must not go inside with them unless on appointment in which case they should report to the office.
- All Staff are expected to question parents who try to enter the building at the beginning and end of the day.
- The Premises Manger will be present on the ground floor at the beginning and end of the day to ensure non-staff members are not entering the building.