



**Church Stretton
School**

**Safeguarding
and Child
Protection
Policy**

Updated May 2017 (JW)

The Safeguarding and Child Protection Policy reflects current legislation, accepted best practice and complies with the following government guidance:

- Working Together to Safeguard Children March 2015
- Keeping Children Safe in Education September 2016
- The Prevent Duty July 2015
- Shropshire Safeguarding Children Board (SSCB) Threshold Guidance Document
- Shropshire Safeguarding Children Board (SSCB) online procedures
- Ofsted Common Inspection framework: safeguarding in maintained schools and academies September 2015

Church Stretton School believes that it is essential to create an ethos that has the safety of children at its heart and in which all staff that come into contact with children understand that their safety and well-being is everyone's responsibility.

In order to promote this ethos, the Safeguarding Policy and related documents are held in the on-line staff handbook, published on the website and given to staff who come into contact with students.

Children can develop a special and close relationship with school staff and view them as significant and trustworthy adults. It is not surprising, therefore, that some children may choose to confide or disclose to a teacher or other member of staff.

School staff are also in a unique position to notice any change in demeanour or circumstances. There is the opportunity to notice injuries, marks or bruises when children are doing PE, Games or Swimming, which might indicate a child has been abused.

At Church Stretton School, we agree that the safety and protection of all students is of paramount importance. All staff will adhere to this policy and the Child Protection procedures established by Shropshire Council.

The school ethos encourages students to communicate their feelings in a caring environment. Tutor time takes place each day, which allows the Form Tutor to monitor the well-being of their tutees on a daily basis. Personal, Social and Health Education (PSHE) is taught as a discreet subject to all students for one hour each week. Topics related to safeguarding are a high priority and are visited regularly.

To ensure that students at Church Stretton School are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Staff are made aware of specific safeguarding issues (listed below) through Child Protection training and reading up to date guidance, such as Keeping Children Safe in Education September 2016.

The procedures of the Shropshire Safeguarding Children (SSCB) can be accessed at:

<http://www.safeguardingshropshireschildren.org.uk>

The Designated Leads are continually updated in all areas below. They are familiar with the referral pathways, specific toolkits and guidance available on the SSCB website relating to the following areas:

- Bullying including cyberbullying
- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence / violence against women and girls (VAWG)
- Mental health
- Preventing radicalisation
- Private fostering
- Sexting
- Teenage relationship abuse
- Trafficking

Other policies that need to be taken into account are:

- 'Dealing with Drug Related Incidents'
- Anti- discrimination and Racism
- Anti-bullying
- Attendance.
- Behaviour Policy
- Complaints procedures (students)
- E-Safety guidance
- Preventing Radicalisation and Extremism in Schools
- Risk Assessment
- RSE
- Safer recruitment procedures
- Single Equalities Policy

Schools should give effect to their duty to safeguard and promote the welfare of their students under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people; and,
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Governing bodies should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Statutory duties that apply to schools

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- Ensuring that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2015. This includes providing a co-ordinated offer of early help when additional needs of children are identified and

contributing to inter-agency plans to provide additional support to children subject to Child Protection Plans.

- A clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children.
- A senior member of staff to take leadership responsibility for the school's safeguarding arrangements.
- A culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback.
- Ensuring that there are procedures in place to handle allegations against other children.
- Arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB).
- A designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including rescue from possible abuse or neglect.
- Designated Lead roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- Creating a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people that might abuse children.
- Ensuring all staff members should also receive appropriate Child Protection training which is regularly updated and Designated Leads trained every two years.
- Ensuring employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.
- A mandatory induction for staff, which includes familiarisation with Child Protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare.
- Ensuring that all staff read at least part one of Keeping Children Safe in Education September 2016.
- Ensuring there is an effective Child Protection Policy in place together with a staff code of conduct. Both should be provided to all staff – including temporary staff and volunteers – on induction.
- Regular reviews of the practice of all professionals to ensure they improve over time.
- Ensuring the school is compliant with the requirements of the LSCB. In Shropshire, this includes regular auditing of Child Protection procedures.
- Clear policies in line with those from the LSCB for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:
 - behaved in a way that has harmed a child, or may have harmed a child

- possibly committed a criminal offence against or related to a child or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

In addition:

- The Local Authority Designated Officer (LADO) to be involved in the management and oversight of individual cases. The LADO (Ellie Jones - lado@shropshire.gov.uk / 0345 678 9021) should provide advice and guidance to schools, liaising with the Police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.
- Any allegation should be reported immediately to the Headteacher within the school. The LADO should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the Police.
- If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

Introduction

At Church Stretton School, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all students is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting students from harm.

We believe that Church Stretton School should provide a caring, positive, safe and stimulating environment which promotes all students' social, physical, emotional and moral development.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with Working Together 2015 and Keeping Children Safe in Education 2016.

Policy aims

The aims of this policy are to:

- Ensure that the students' development is supported in ways that will foster security, confidence and independence.
- Raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse.

- Emphasise the need for good levels of communication between all members of staff and those with designated responsibility for Child Protection, Health and Safety and other safeguarding responsibilities.
- Emphasise the appropriate Safeguarding and Child Protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities.

Responsibilities

i. The governing body:

- Has responsibility for upholding the safety of the students within the school.
- Supports the principles of the Safeguarding and Child Protection Policy and is responsible for monitoring that the procedures are understood by all staff at the school and that the correct referral processes are in place.
- Has a trained link governor for safeguarding, named Mr Simon Holland, who will attend training / updates every three years.
- Should ensure a member of the governing body 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 made against the Headteacher.
- Will ensure that the school has a Child Protection Policy and staff code of conduct which should include amongst other things staff / student relationships and communications including the use of social media.
- Operates safe recruitment procedures and makes appropriate staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with SSCB procedures.
- Will ensure that the school creates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment. Keeping Children Safe in Education 2016).
- Should ensure at least one member of an appointing panel will have attended Safer Recruitment training.
- Will appoint a member of staff of the school's leadership team to the role of Designated Safeguarding Lead.
- Must ensure the school keeps an up to date Single Central Record, which describes the disclosure and barring recommendations for staff and volunteers working in a variety of capacities within school.
- Monitors adequacy of resources committed to Child Protection, and the staff and governor training profile.
- Recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff).

- Will make sure that the Safeguarding and Child Protection Policy is available to parents on request.
- Will ensure this policy and practice complements other policies, e.g. anti-bullying including cyber bullying, health and safety and dealing with drug related incidents.
- Will keep up to date with government legislation and recommendation regarding safeguarding and Child Protection issues.

Single Central Record

Church Stretton School keeps a single central record that, as a minimum, evidences that all staff have been employed in compliance with safer recruitment requirements (Part three KCSIE 2016) and contains the following information:

- Date of employment
- Identity confirmed with date
- Qualifications checked with date
- Prohibition from teaching check with date (for teaching staff)
- Barred list check with date
- Enhanced Disclosure and Barring Service (DBS) check with date
- Eligibility to work in the UK with date
- Checks confirmed by and date

ii. The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are followed by all staff.
- The policy will be updated annually, and be available publicly either via the school website or by other means.
- Designated staff review the six monthly updates of the SSCB procedures.
- Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.
- A list of all staff and volunteers, and their safeguarding training dates is maintained.
- All staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- He undergoes Child Protection training, which is updated regularly, in line with advice from the LSCB.

Allegations against the Headteacher

Where an allegation is made against the Headteacher this should be recorded confidentially and referred immediately to the Chair of the Governing Body (Mr Simon Holland), as well as the Local Authority Designated Officer (LADO) 0345 6789021 or email:

lado@shropshire.gov.uk.

The role of the chair of governors shall include the monitoring of procedures relating to liaison with the LADO, Social Care and the Police in relation to any allegations of child abuse made against the Headteacher, including attendance at Initial Action Meetings.

iii. Designated Leads for Child Protection

The trained Designated Leads for Child Protection are Mr Jamie White, Mr Martyn Longhurst and Miss Emma Lea.

As Designated Leads, they will:

- Have their roles explicitly defined in their job descriptions.
- Be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- Complete updated Child Protection training every two years.
- Liaise in accordance with the SSCB procedures when referring a student where there are concerns about possible abuse or harm.
- Contact the Local Authority Designated Officer (LADO) where there are concerns about a member of staff being involved in abuse.
- Be able to access the contents of the SSCB procedures and personnel procedures (on Shropshire Learning Gateway) and make these accessible to all staff.
- Ensure all staff, including supply teachers, visiting professionals working with students in the school and volunteers are informed of the names and contact details of the Designated Leads and the school's procedures for safeguarding children.
- Support staff who attend strategy meetings and / or case conferences.
- Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate.

The Designated Leads will also ensure that:

- Written records of concerns are kept, even if there is no immediate need for referral, and monitored using the Early Help Assessment Framework (EHAF).
- All Child Protection records are marked as such and kept securely locked and, if these are stored electronically, that they are differently password protected from the students' other files and accessible only by the Headteacher / Designated Leads.
- Student records are kept separately and marked as appropriate to indicate other confidential records are being held elsewhere.

- Attend Child Protection Conferences, Reviews and Core Group meetings and provide a report.
- All absence letters are dated and clearly signed and that if there are concerns about attendance and a student's wellbeing and safety, the Education Welfare Officer is contacted.
- Where the student has a Child Protection Plan, and is absent without explanation for two days, their Social Worker is contacted.
- Phone calls about absences are logged and dated.
- Records are monitored for patterns and appropriate action is taken.
- Where there are existing concerns about a pupil, and they transfer to another school in the Local Authority, the information held is forwarded under confidential cover and separate from the student's main file to the Designated Lead for Child Protection in the receiving school.

Where a student has a Child Protection Plan and transfers to another school:

- The Designated Lead at the new school should be informed immediately.
- The Child Protection file will be transferred as soon as possible. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained.
- The Child Protection file should be transferred to Social / Children's Services if the student is transferring to a school which has not yet been identified.

iv. School staff

All staff, teaching and non-teaching, volunteers and others working in school need to:

- Be informed of the names of the Designated Leads.
- Receive a copy of the Safeguarding and Child Protection Policy.
- Read at least part one of Keeping Children Safe in Education September 2016.
- Be aware that to safeguard children, they have a duty to share information with the Designated Leads and with other agencies (through the Designated Leads).
- Always speak to the Designated Lead if they are unsure.
- In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Social Care.
- Know the different types of abuse (physical, emotional, sexual and neglect).
- Be alert to signs and symptoms of harm and abuse.
- Know how to respond to their duty when they have concerns or when a student discloses to them and to act.

- Know what and how to record concerns.
- Report any student who fails to arrive at a lesson or leaves class without permission as missing by contacting reception.
- Undergo Child Protection training which is updated regularly, in line with advice from the SSCB.
- Maintain an attitude of 'it could happen here'.

Immediate response when a student discloses

It is vital that the actions of staff do not abuse the student further or prejudice further enquiries.

Staff should:

- Listen to the pupil.
- If they are shocked by what is being said, they should try not to show it.
- It is acceptable to observe bruises, but not to ask a student to remove their clothing to observe them.

If a disclosure is made, staff should:

- Accept what the student says.
- Stay calm, the pace should be dictated by the student without them being pressed for detail by asking leading questions, such as "What did s/he do next?" - it is the role of staff to listen, not to investigate.
- Use open questions, such as "Is there anything else you want to tell me?"
- Be careful not to burden the student with guilt by asking questions, such as "Why didn't you tell me before?"
- Acknowledge how hard it was for the student to tell them.
- Avoid criticising the perpetrator, as the student might have a relationship with them.
- Not promise confidentiality.
- Reassure the student that they have done the right thing, explain who they will have to tell (the Designated Lead) and why.
- Inform the student what the next stage will be.
- Avoid making promises they cannot keep, such as "I'll stay with you all the time" or "it will be all right now".

Recording information

Staff should:

- Make some brief notes at the time or immediately afterwards.
- Record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.
- Try to record detail, if it is observation of bruising or an injury, e.g. “Right arm above elbow”.
- Use a ‘body map’ to indicate which area of the body has injuries / bruises (See Appendix 1).
- Not take photographs of bruises / injuries.
- Note the non-verbal behaviour and the key words in the language used by the student (they should try not to translate into ‘proper terms’).
- Keep the original notes and pass them on to the Designated Lead.

Safeguarding concerns can be recorded on an orange form and passed on to the Designated Lead.

All referrals to Social Services must be followed up by the Designated Lead involved within 24 hours.

Supporting students

The staff and governors recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth.

We recognise that in these circumstances students might feel helpless and humiliated, and that they might feel self-blame.

We recognise that this school might provide the only stability in the lives of students who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a student in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.

Church Stretton School will support all students by:

- Creating an ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- Implementing a positive learning ethos, which is embodied in the school behaviour management policy.
- Adopting a consistent approach, which recognises and separates the cause of the behaviour from that which the student displays.
- Regularly liaising with other professionals and agencies who support students and their family.
- Making a commitment to develop productive, supportive relationships with parents.
- Supporting the development of staff, so they are trained to respond appropriately in Child Protection situations.

- Deliver a comprehensive PSHE programme that includes topics on safeguarding.
- Providing names, information and contact numbers of outside agencies that support children e.g. the NSPCC and ChildLine.
- Offering counselling services in school.
- Providing guidance on e-safety.
- Using regular student voice activities to ask “Do you feel safe?”
- Providing opportunities for students to express concerns, e.g. during daily Tutor Time or School Council meetings.
- Using the curriculum to encourage self-motivation, self-esteem and self-assertiveness.
- Discussing Child Protection cases with due regard to safeguarding the student and his or her family.
- Supporting individuals who are or thought to be in need or at risk in line with SSCB procedures.
- Challenging and not condoning aggression, bullying or discriminatory behaviour.
- Promoting a caring, safe and positive environment.
- Gaining access to an interpreter, if required, to ensure the voice of the child is heard.

Vulnerable students, e.g. those with Special Educational Needs and Disabilities, Looked After Children and those who have a Child Protection Plan, will be monitored closely and regular communication with relevant agencies will be maintained.

Staff are aware of the raised risk for Looked After Children and particular care is taken to ensure that school is involved in all PEP meetings and LAC Reviews.

The school is also mindful of cultural norms that may contravene the rights of the child, e.g. forced arranged marriages and female genital mutilation.

Safeguarding children with Special Educational Needs and Disabilities

It is recognised that children with special educational needs or disabilities (SEND) can present additional safeguarding challenges.

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 impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers.

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

Safeguarding Looked After Children

Keeping Children Safe September 2016 has been amended to reflect the importance of the Designated Teacher working with the Virtual School Head on how funding can best support the progress of a Looked After Child (LAC).

The Designated Safeguarding Lead / Designated Teacher for LAC should have details of the child's Social Worker and the name of the Virtual School Head.

Peer on peer abuse

Staff should recognise that children are capable of abusing their peers.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy.

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age.

Peer-on-peer abuse can relate to various forms of abuse (not just sexual abuse and exploitation, some forms of peer on peer abuse are:

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video.

This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation / Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc.

There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them.

After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage.

Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised.

This form of bullying is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner.

Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse.

The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

It is vital that staff at Church Stretton School understand that the child who is perpetrating the abuse may also be risk of harm.

Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this.

Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse as a whole.

Staff must be able to use their professional judgement in identifying when what may be perceived as “normal developmental childhood behaviour” becomes abusive, dangerous and harmful to others.

Designated Leads may need to consult with the SSCB Threshold document to help with their decision making.

Managing allegations against other students

In most cases the conduct of students towards each other will be covered in the school's behaviour policy. In some cases, however, the allegations may be of such a serious nature that they raise safeguarding concerns.

These allegations are likely to include physical, emotional, sexual abuse or sexual exploitation. They will typically involve older pupils against younger or more vulnerable pupils. The allegation may be of a criminal nature.

Issues may include:

- Violence
- Forced drug / alcohol use
- Threats or intimidation

- Indecent exposure, touching or sexual assaults
- Forced 'sexting'
- Sexual exploitation - forcing children to become involved with inappropriate social situations, performing indecent acts or sharing inappropriate images

In cases where children present a safeguarding risk to their peers, a risk management plan should be put into place.

If an incident has taken place or an allegation has been made, the Designated Lead should be informed.

Students missing from lessons

If a student fails to arrive at a lesson or leaves class without permission the teacher should immediately report them missing to reception. The member of staff 'on call' will then follow the procedures outlined in Appendix 2.

Students off site during the school day

The school has clear procedures for monitoring students in and out of school. Registers are kept for school trips and activities which take place off site during the school day (see Appendix 3).

Confidentiality

- A student's views will be considered by the Designated Lead in deciding whether to inform their family, particularly where the student is sufficiently mature to make informed judgements about the issues, and about consenting to that.
- The personal information about all students' families is regarded by those who work in this school as confidential.
- All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality.
- Staff understand that they need know only enough to prepare them to act with sensitivity to a student and to refer concerns appropriately.
- The Designated Lead and Headteacher will disclose information about a student to other members of staff on a need to know basis only.
- It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

Staff must be aware that:

- They cannot promise a student complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the student or other students safe.

- It is important to reassure the student that information will only be shared with other professionals who need to know about it.
- Where there are concerns about a student's welfare relevant agencies need to be involved at an early stage.
- If they receive confidential or sensitive information about children and their family in the course of their work should hold the information only within a professional context.
- Child Protection records will be kept securely, within a locked cabinet, and accessed only by the Designated Leads or the Headteacher.

Working with parents / carers

Staff should be aware that:

- Parents and carers play an important role in protecting their children from harm.
- In most cases, the school will discuss concerns about a student with the family and, where appropriate, seek their agreement to making referrals to Initial Contact Team.
- Where there are any doubts, the Designated Lead should clarify with Initial Contact Team whether, and if so when and by whom, the parents should be told about the referral.
- The student's views will be considered in deciding whether to inform the family, particularly where the student is sufficiently mature to make informed judgements about the issues, and about consenting to that.

“Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs”. Working Together to Safeguard Children 2015

The school aims to help parents understand that the school, like all others, has a duty to Safeguard and promote the welfare of all students. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

The Safeguarding and Child Protection Policy is available to parents and carers via a link from the school website and copies are available, on request, from the school reception.

Protecting children from radicalisation

Church Stretton School promotes tolerance and harmony between different cultural traditions. The students are taught a broad and balanced curriculum, which promotes the spiritual, moral and cultural development and prepares them for the opportunities, responsibilities and experiences of life.

The school promotes community cohesion and Safeguards against biased or unbalanced teaching and the promotion of partisan political views. Staff ensure that when political or controversial issues are brought to students' attention, they are offered a balanced presentation of opposing views.

Government guidance on radicalisation is followed and all staff have received Prevent Training.

A link to the Government's Prevent strategy is available on the Shropshire Learning Gateway.

Children Missing Education

Church Stretton School has in place appropriate safeguarding responses to ensure effective recording of children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or Child Sexual Exploitation (CSE) and to help prevent the risks of their going missing in future.

Detailed risk assessments are to be completed as appropriate i.e. SSCB Child Sexual Exploitation Guidance for practitioners; Appendices 1 and 2 (Risk Identification form).

Advice from Children Services about report concerns

If you think a child or young person is being harmed or is at risk of being harmed then you must contact Children Services and tell them your concerns.

It might be you that is being harmed. Do not delay, please contact us straight away - we are here to help you.

You can report your concerns through Shropshire's First Point of Contact (Compass and Initial Contact Team) on 0345 678 9021.

If you need to report concerns out of office hours then please contact the Emergency Duty Team on 0345 6789040.

You can also speak to:

Public Protection Unit (West Mercia Police): 0300 333 3000

Police Emergency 999

Police Non-emergency 101

NSPCC: 0800 800 5000

ChildLine: 0800 1111

Information can also be found at:

<http://www.safeguardingshropshireschildren.org.uk/scb/>

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites.

Keeping Children Safe in Education September 2016 lists a range of specific safeguarding issue and these are encompassed in Shropshire Safeguarding Children Board Procedures, within section 2 (Children in Specific Circumstances).

The following website also provides useful safeguarding information:

The use of mobile phones and other devices

Church Stretton School recognises that staff may need to have access to mobile phones on site during the working day.

However, there have been a number of queries raised within the Local Authority and nationally regarding the use of mobile phones and other devices in educational settings.

The concerns are mainly based around these issues:

- Staff being distracted from their work with children
- Use of mobile phones around children
- Inappropriate use of mobile phones

Ensuring the safe and appropriate use of mobile phones and other devices

Church Stretton School allows staff to bring in mobile phones for their own personal use. However, they must be kept out of sight at all times.

Staff must ensure that there is no inappropriate or illegal content on the device.

Mobile phone technology may not be used to take photographs anywhere within the school grounds.

There are digital cameras available within the school and only these should be used to record visual information within the consent criteria guidelines of the Local Authority and the school.

Students should not use mobile phones within the school.

Use of mobile phones and other devices for volunteers and visitors

Upon their initial visit, volunteers and visitors are given information informing them they are not permitted to use mobile phones on the premises.

If they wish to make or take an emergency call they may use the phone in reception.

Volunteers and visitors are not permitted to take photographs or recordings of children without the Headteacher's permission.

Professional development

The governors will:

- Recognise that all staff and volunteers who work with children need to have appropriate Child Protection training that equips them to recognise and respond to student welfare concerns.
- Ensure staff are given mandatory induction, which includes familiarisation with the Child Protection Policy, staff code of conduct, the names of the Designated Leads, their responsibilities and the procedures to be followed.

- Ensure all staff read at least part one of Keeping Children Safe in Education September 2016
- Monitor training, including multi-agency training, in the last three years undertaken by staff and governors to ensure their knowledge and skills are up to date.

All of the above needs to be reported to governors by:

- Reports of the school's training needs assessment being presented to the governors annually, so that they can ensure that training is appropriately provided for all staff.
- Training registers being kept to indicate when staff and governors have been trained including safer recruitment, which in turn informs the annual report to governors.

Prevention in the curriculum

Church Stretton School recognises the importance of developing pupils' awareness of behaviour that is unacceptable and how they can help keep themselves and others safe.

The PSHE programme provides personal development opportunities for students to learn about keeping safe and who to ask for help if their safety is threatened.

As part of developing a healthy, safer lifestyle, students are taught to:

- Safely explore their own and others' attitudes.
- Recognise and manage risks in different situations and how to behave responsibly.
- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others (including people they know) threatens their personal safety / well-being and develop effective ways of resisting pressure, including knowing when and where to get help.
- Use assertiveness techniques to resist unhelpful pressure.
- Use the Internet safely.

Annual review, evaluation and development of the policy

The Safeguarding and Child Protection Policy will be reviewed and updated, in line with current procedures, by the link governor for safeguarding and the Designated Lead.

Policy ratification

The link governor for safeguarding and Designated Lead shall regularly present the policy to the governors for ratification.

This policy was reviewed and adopted on 14th September 2016.


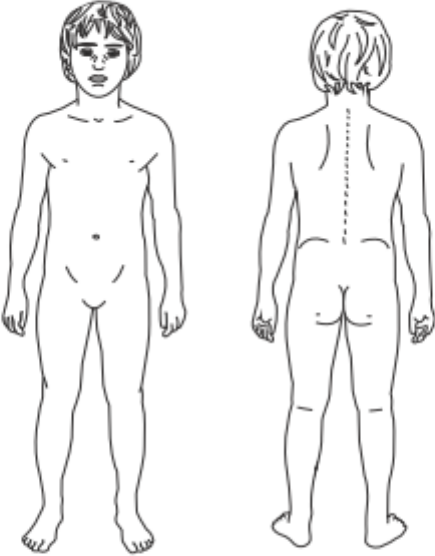
It is due for review by 14th September 2017.

Appendix 1

Body Chart

This chart must be used together with the Concern Form
Show clearly the location of your concern and label with a number
and a brief description, eg. "1. Burn about 4cm." On the Concern
Form refer to the injury using the same number and description.

Child's Name _____



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Observations made by _____ Signed _____ Date _____

Once completed attach this body chart to the Concern Form

Appendix 2

Student reported missing from a lesson, not absent at registration

1. Class teacher reports student missing from the lesson to the Reception staff.
2. Reception staff alert the 'ON CALL' member of staff
3. 'ON CALL' teacher searches the site, including the toilets, and may enlist office staff support for same sex toilet check.
4. Before contacting the home the 'ON CALL' teacher checks that the student has not returned to class. If not, ask his/her friends for information, stressing the need for a safe return of the student.

IF PRESENT:

5. 'ON CALL' teacher reminds the student re attendance/absence procedures in lesson time.

IF STILL ABSENT:

6. 'ON CALL' teacher:
 - Informs the home and asks the parent or carer to inform us if the student returns home or is found safe.
 - Advises the parent or carer that it is their responsibility to phone the Police, if the student does not return within a reasonable amount of time.
 - Informs House Achievement Co-ordinator / SLT

House Achievement Co-ordinator (HAC) / SLT contacts the home again to discuss the situation.

Exceptions

Vulnerable students

If a student is known to be a vulnerable child the 'ON CALL' teacher immediately informs the SENCO or SLT, as appropriate.

Appendix 3

Students off site during the school day

Trips or Educated offsite:

Staff organising trips are responsible for the safety of the students in their charge and follow risk assessment procedures. See Health and Safety Policy.

A register of students taking part in a trip shall be given to the Attendance Officer prior to the trip.

An up to date register shall be taken immediately before the student(s) leave the school and a copy of the register given to the Attendance Officer. All other procedure followed in line with the Risk Assessment and admission agreement.

Students leaving the school during the school day

Students may not leave the school site without permission from a parent or a designated member of staff (SLT or HAC).

Office staff should seek the support of the HAC or SLT where there is a concern over permission before any student is allowed to leave the site.

A member of staff shall verify with the parent the authenticity of a request to leave the school site by a student when a letter of approval has not been made evident.

Absence for a medical appointment shall have a letter from the parent and the school shall have sight of the appointment card.

Office procedure

- All students leaving the school site shall sign out at the reception window.
- A record of the time the student left, the reason for absence and time of return shall be kept. (Where appropriate).
- The Reception office shall monitor return times and inform the HAC or SLT if a student has not returned as expected.
- SLT or HAC will contact the home to ascertain the reason and inform the parent of our concern.