

THE HARLINGTON AND SUNDON ACADEMY TRUST



HARLINGTON LOWER AND SUNDON LOWER SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY

Approved by Curriculum Trustee Committee: September 2019
Approved by Board of Trustees: September 2020
Next review: September 2021

1. Introduction

1.1. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002; and in line with government publications the Teachers' Standards 2019, 'Working Together to Safeguard Children' 2019, 'The prevent duty: for schools and childcare providers' and 'Keeping Children Safe in Education' 2020, In addition we will abide by the child protection procedures of our Local Safeguarding Children's Board.

1.2. **The Harlington and Sundon Academy Trust** fully recognise its responsibilities for safeguarding children.

1.3. Our policy applies to all staff, governors and volunteers working in the school.

1.4. There are five main elements to our policy:

- Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting pupils who have been identified as in need of early help or at risk of harm in accordance with his/her agreed Child Protection, Child in Need or Early Help Plan;
- Establishing a safe environment in which children can learn and develop.

1.5 We recognise that because of the day to day contact with children, school staff are well placed to identify concerns early and to observe the outward signs of abuse. The trust will therefore:

- Establish and maintain an environment where children feel safe, secure, valued and respected and are encouraged to talk, believing they will be listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities in the curriculum, specifically through Values Education, PSHE and ICT, for children to develop the skills they need to recognise and stay safe from abuse and to know who they should turn to for help.

1.6 We seek to ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect children from harm. To this end we will:

- Ensure there are systems in place for children to express their views and give feedback e.g. through school/class councils, safety questionnaires, participation in circle times, anti-bullying, e-safety events, reflection and mindfulness.
- Ensure that the child's thoughts/wishes and feelings are recorded on all referrals.

2. Procedures

2.1 We will follow the procedures set out by the Local Safeguarding Children Board (LSCB) and take account of guidance issued by the Department for Education (DfE).

2.2 The trust will:

- Ensure it has a senior leader nominated as Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role;
- Ensure it has a member of staff who will act in the absence of the DSL (deputy DSL);
- Ensure it has a nominated trustee responsible for safeguarding children;
- Ensure every member of staff (including temporary and supply staff and volunteers) and the board of trustees know the name of the DSLs and understand their role;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, including the specific issues of Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Children Missing Education (CME), Prevent Radicalisation and Extremism, and maintain an attitude of 'it could happen here';
- Ensure all staff and volunteers understand their responsibility for referring any concerns to the DSL or Head Teacher in a timely manner and are aware that they may raise concerns directly with Children's Social Care Services if they believe their concerns have not been listened to or acted upon;
- Ensure that parents have an understanding of the responsibility placed on the trust and staff for child protection by setting out its obligations in the school prospectus and publishing its policy on the schools websites;
- Operate a lettings policy which includes the suitability of adults working with children on school sites at any time.
- Ensure that community users organising activities for children are aware of, and understand the need for compliance with, the school's child protection guidelines and procedures;
- Ensure that the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice;
- Be aware of and follow procedures set out by the DfE and the LSCB where an allegation is made against a member of staff or volunteer, including making a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned;
- Operate safer recruitment practice; ensuring that at least one member on every recruitment panel has completed safer recruitment training.

2.3 Our procedures will be regularly reviewed and updated.

3. Training

3.1 When staff join our school they will be informed of the safeguarding children arrangements in place. They will be given a copy of this policy including its Annexes, part 1 of 'Keeping Children Safe in Education', September 2020, the school's code of conduct and the leaflet 'Safer Working Practice for Staff in Education Settings' and told who the DSL is and who acts in their absence.

3.2 All staff will receive induction in safeguarding children. The induction programme will include basic child protection information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child and advice on safe working practice.

3.3 All volunteers, supply staff and regular visitors to our school will be told where our policy is kept, given the name of the DSL and informed of the school's procedures in reporting concerns in a visitors leaflet.

3.4 All staff will receive training in child protection and safe working practice, updated every three years, in line with LSCB guidance.

3.5 Staff with specific responsibility for safeguarding children will undertake both single and inter-agency training at a level suitable to their role and responsibilities, updated every two years.

3.6 Staff with leadership responsibilities will undertake further relevant training in safeguarding related issues such as CSE, FGM, Prevent and Radicalisation (WRAP training), CME, Management of Allegations of Abuse and cascade the learning from this training to the rest of the staff.

4. Responsibilities

4.1 **The Board** will nominate a member to be responsible for safeguarding children and liaise with the DSL and or Head Teacher in matters relating to safeguarding. It will ensure that:

- safeguarding policies and procedures are in place, available to parents on the school website or by other means and reviewed annually;
- it has read KCSIE September 2020 Part 1 and Part 2 and Appendix A 'Further Information';
- that all staff (working with under 8s) have been made aware of their responsibilities under 'Disqualification under the Childcare Act 2006' (updates made in July 2018);
- an annual report on the effectiveness of the school's safeguarding procedures is presented to the Curriculum and Standards Trustees;
- any weaknesses brought to its attention relating to safeguarding are remedied without delay.
- it complies with all legislative duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism;
- there are clear systems and processes in place for identifying possible mental health problems in children, including routes to escalate and clear referral and accountability systems

4.2 **The Head Teacher** will ensure that the Safeguarding policies and procedures are fully implemented and followed by all staff and that sufficient resources are allocated to enable the DSL and other staff to discharge their responsibilities with regard to child protection.

4.3 **The DSL** will co-ordinate action on safeguarding and promote the welfare of children within the school setting. The DSL is responsible for:

- Organising child protection induction training for all newly appointed staff and whole staff training, refreshed at least every 2 years;
- Undertaking, in conjunction with the Head Teacher and Safeguarding Trustee, an annual audit of safeguarding procedures, using the LA safeguarding checklist or similar;
- Referring a child to the Early Help Hub or Children's Social Care as appropriate, when there are concerns about possible abuse and neglect;
- Referring a child to the Channel Panel when there are concerns about possible radicalisation or involvement in extremist groups;

- Keeping written records of concerns about children, including the use of body maps, even where there is no need to refer the matter immediately;

4.4 Ensuring all child protection records are kept securely, separate from the main pupil file, and in locked locations. The pupil's main file will indicate the existence of a separate safeguarding/child protection file. Child's main file is marked with a **red** dot.

- Ensuring that all child protection files are transferred in a safe and timely manner when a child moves settings, both between and across phases, within and out of county;
- Liaise with Office Manager monitoring unauthorised absence, particularly where children go missing on repeated occasions, reporting concerns in line with 'missing children' procedures;
- Developing effective links with relevant agencies and other professionals and co-operate as required with their enquiries regarding safeguarding matters including co-operation with serious case reviews, attendance at strategy meetings, initial and review child protection conferences, core group and child in need review meetings;
- Contributing to assessments and providing a report to initial and review conferences which has been shared with parents first;
- Ensuring a programme of safety, health and well-being is offered throughout the curriculum, including issues of protective behaviours, healthy relationships, staying safe on-line, and the promotion of fundamental British Values.

4.5 All **Staff and volunteers** recognise that child protection is a main responsibility for everyone working with children. Staff and volunteers:

- Treat children's welfare with utmost importance;
- Staff should identify children who would benefit from 'early help';
- Encourage self-esteem and self-assertiveness, foster positive relationships between children and staff;
- Be aware of changes in behaviour (consider abuse and neglect as possible reasons for this);
- Be aware of the background of the children in their care (as appropriate and on a need to know basis);
- Be aware of this policy and all other safeguarding policies and procedures during induction, the staff handbook and training;
- Be responsible for reading chapter one of 'Keeping Children Safe in Education' September 2020, Appendix A 'Further Information' and 'What to do if you're worried a child is being abused' 2015;
- Be aware of the names of the DSL and staff providing cover and understand the role of the DSL;
- Be trained in identifying signs of harm and abuse and the effects of abuse and neglect on children at least annually which will be updated regularly as necessary;

- Be alert at all times to the signs of abuse namely **physical, emotional, sexual or neglect** and the possible effects on a child's **mental health** and **development**
- **Be aware that mental health problems, in some cases. Can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.**
- Have an understanding of why pupils with SEND are more vulnerable to abuse and neglect;
- Know how to report any suspected case of harm or abuse;
- Respond immediately to any child;
- Report any concerns to the DSL or those providing cover. In exceptional circumstances **any** member of staff can make a referral and should know how to do this;
- Know what to do if a child makes a disclosure;
- Be kept up to date with changes in procedures;
- Be prepared to attend Multi-agency meetings and contribute to reports;
- Ensure that they conduct themselves correctly at all times, maintain professional boundaries and do not put themselves or others at risk;
- Report and deal with all incidents of discrimination;
- Appropriate use of mobile phones is essential at the Academy. The use of mobile phones does not detract from the quality of care and supervision of the children. Members of staff are able to use their personal mobile phones during their break times. During working hours they must be kept out of reach of children and parents. All members of staff are made aware of their duty to follow this procedure.
- Cameras and tablets are used in Early Years for assessment purposes. The digital images are stored in the child's assessment portfolios. School cameras and tablets are securely locked away when not in use and do not leave the premises.
- Report any concerns about the conduct of other staff and volunteers to the Head Teacher and know how to contact the Chair of Trustees with concerns about the Head Teacher;
- Receive support and counselling if they feel distressed from being involved with a case or incident.

4.6 **Pupils** will:

- Follow any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and around bullying, and how to relate to others;
- Be made aware of basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;
- Learn how to keep themselves safe from relevant risks, including when using the internet and social media;

- Learn through personal, social, moral cultural and spiritual development, including through access to cultural experiences so that they are prepared to respect others and contribute to wider society and life in Britain today;
- Know who to speak to in school if they have concerns of their own or about others.
- The **School Council** will be involved in: Discussing aspects of this policy during the school year;
- Work with the DSL surveying children in KS1 and KS2 to ensure they feel safe and know who to talk to in school about concerns.

5. Managing a Disclosure

5.1 Teachers and other staff in schools are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with pupils. If a child discloses directly to a member of staff, the following procedures will be followed:

- Listen carefully to what is said;
- Ask only open questions such as:
'Tell me what happened.'
'Please explain what you mean when you say
- 'Can you describe the person?' or 'Can you describe the place?'
- Do not ask questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, e.g. 'Did your Dad hit you?'
- Do not force the child to repeat what he/she said in front of another person;
- Do not begin an investigation – for example by asking the child to record what happened in writing or taking a photograph of any injuries;
- Report immediately to the DSL and complete a hand-written record as soon after the disclosure as possible and in any case within 24 hours, using the child's words as far as possible. Use body maps to record any observed injuries.

5.2 Staff recognise that children are capable of abusing their peers. Where a child discloses safeguarding allegations against another pupil in the same setting, the DSL will:

- Apply the child protection procedures to both the victim and alleged abuser (under 18 years of age);
- Put the victim's welfare first if there is any conflict of interest;
- Ensure all abusers are held accountable for their behaviours;
- Ensure early referral and intervention;
- Recognise that comprehensive assessment and therapeutic intervention by skilled child care professionals may be needed.

6. Information Sharing & Confidentiality

6.1 We recognise that all matters relating to child protection are confidential.

6.2 The Head Teacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

6.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

7. Communication with Parents

7.1 We recognise that good communication with parents is crucial in order to safeguard and promote the welfare of children effectively.

7.2 We will always undertake appropriate discussion with parents prior to involvement of another agency **unless to do so would place the child or an adult at further risk of harm or would impede a criminal investigation.**

7.3 We will ensure that parents have an understanding of the responsibilities placed on the school and staff to safeguard children and their duty to co-operate with other agencies in this respect.

8. Record Keeping

8.1 Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse, will make notes as soon as possible (within the hour, if possible) writing down exactly what was said, using the child's own words as far as possible. All notes should be timed, dated and signed, with name printed alongside the signature. Concerns will be recorded using the school's safeguarding children recording system.

8.2 All records of a child protection nature will be passed to the DSL including case conference or core group minutes and written records of any concerns. Child protection records are kept securely and transferred in a safe and timely manner when a child moves school.

8.3 The DSL will maintain and regularly audit the school's child protection records and ensure that each stand-alone file includes a chronology of significant events.

9. Supporting Children

9.1 We recognise that children who are abused, including peer on peer abuse or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame.

9.2 We acknowledge that school may be the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm.

9.3 We are aware that research shows that at school their behaviour may be challenging and defiant or they may be withdrawn.

9.4 The school will endeavour to support all children by:

- Encouraging self-esteem and self-assertiveness through the curriculum, as well as promoting respectful relationships, challenging bullying and humiliating behaviour;
- Promoting a positive, supportive and secure environment giving pupils a sense of being valued;
- A consistently applied school behaviour policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;

- Liaising with other agencies that support the pupil such as Children’s Social Care Services, Child and Adult Mental Health Service (CAMHS), Educational Psychology Service and those agencies involved in the safeguarding of children;
- The use of Early Help Services, through the Early Help Hub, when appropriate;
- Notifying Children’s Social Care Services immediately there is a significant concern;
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child’s new setting.
- Understanding that abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and being aware of how these experiences can affect children's mental health, behaviour and education.

10. Supporting and Supervision of Staff

10.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

10.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support such as counselling or regular supervision, as appropriate.

10.3 We will enable supervision for the DSL through network meetings in order to promote best practice and challenge unsatisfactory or poor practice.

10.4 In order to reduce the risk of allegations being made against staff, and ensure that staff are competent, confident and safe to work with children; they will be made aware of safer working practice guidance and will be given opportunities in training to develop their understanding of what constitutes safe and unsafe behaviour.

11. Safer Recruitment and Selection of Staff

11.1 The school has a written recruitment and selection policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs.

11.2 The recruitment process is robust in seeking to establish the commitment of candidates to support the school’s measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them.

11.3 All staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK.

11.4 Our trustees are subject to an enhanced DBS check without barred list check, in line with the Funding Agreement.

11.5 The school maintains a single central record of recruitment checks for audit purposes.

11.6 Any member of staff working in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to a risk assessment.

11.7 Volunteers who are not working in regulated activity will be supervised at all times.

12. Safeguarding Concerns and Allegations against staff

12.1 We acknowledge that a pupil may make an allegation against a member of staff.

12.2 If such an allegation is made, which meets the criteria as identified in Part 4 of Keeping Children Safe in Education, 2020 the member of staff receiving the allegation will immediately inform the DSL and the Head Teacher, unless the allegation concerns the Head Teacher, in which case the Chair of Trustees will be informed immediately.

12.3 The Head Teacher (or Chair of Trustees) on all such occasions will discuss the content of the allegation with the LA's Senior Adviser for Safeguarding Children in Education or the Local Authority Designated Officer (LADO), prior to undertaking any investigation.

12.4 The school will follow the DfE and LA procedures for managing allegations against staff, a copy of which is readily available in the school.

12.5 The case manager will be guided by the Senior Adviser and/or LADO in all matters relating to the case, including suspension, sharing of information and any follow up investigation.

13. Whistleblowing

13.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy.

13.3 Whistleblowing concerns about the Head Teacher should be raised with the Chair of Trustees.

14. Complaints or Concerns expressed by Pupils, Parents, Staff or Volunteers

14.1 We recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end, any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

14.2 We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint. The school's complaints procedures are readily available.

14.3 We will follow our Allegations of Abuse against Teachers and other Staff policy to correctly investigate complaints **of safeguarding or allegations** concerns against staff, volunteers, supply teachers or any other adults working in the school who are employed by other agencies.

15. Positive Physical Intervention

15.1 Our policy on positive handling is set out in our Behaviour and Physical Touch Policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

15.2 We understand that physical intervention of a nature that causes injury or distress to a child may be considered under management of allegations or disciplinary procedures.

15.3 Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique, or equivalent.

15.4 All incidences of physical intervention will be recorded in accordance with the Team Teach recommended procedures.

15.5 We recognise that touch is appropriate in the context of working with children and all staff have been given 'safe working practice' guidance to ensure they are clear about their professional boundaries.

16. Abuse of Position of Trust

16.1 We recognise that as adults working in the school, we are in a relationship of trust with pupils in our care and acknowledge that it could be considered a criminal offence to abuse that trust.

16.2 We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.

16.3 We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

17. Children Missing Education (CME)

17.1 We recognise that a child going missing from education is a potential indicator of abuse or neglect.

17.2 Our procedures for dealing with children that go missing from education are based on the LA and LSCB procedures.

17.3 We will ensure that we follow these procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

17.4 We will ensure that we report children missing education to the LA CME officer, in line with statutory requirements.

18. Radicalisation and Extremism

18.1 We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonable steps have been taken to offer a balanced presentation of opposing views to pupils.

18.2 We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

18.3 We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

19. Racist Incidents

19.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We maintain a log of racist incidents in school.

20. Anti-Bullying

20.1 Our policy on anti-bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. All incidences of bullying, including cyber-bullying, racist, homophobic and gender-related bullying, will be dealt with in accordance with our anti-bullying policy. We recognise that children with special needs and/or disabilities are more susceptible to being bullied. We maintain a log of bullying incidents in school.

21. Peer on Peer Sexual Violence, Harassment and Upskirting.

21.1 We seek to protect children from 'child on child' sexual violence, harassment and Upskirting in line with

'Keeping Children Safe in Education', September 2020, Parts 5 (appendix A).
Each report of 'child on child' abuse
will be responded to immediately under child protection procedures set out in the statutory guidance
and in this policy.

22. Contextual Safeguarding

Staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment

Serious Violence

We seek to protect children from serious violence.

22.1 Staff will be aware if indicators which may signal their children are at risk from, or are involved with serious violent crime. Staff will be aware of the associated risks and measures in place to manage these (following advice from Home office's preventing serious youth violence and gang involvement and its criminal exploitation of children and vulnerable adults. County guidelines (detailed in A KCSIE Appendix 29)

22.2 We seek to protect children from Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) in line with 'Keeping Children Safe in Education,' September 2020, paragraph 28.

23. E-safety

23.1 All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.

23.2 Our Acceptable Use policy recognises that internet safety is a whole school responsibility (staff, pupils, parents).

23.3 Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

23.4 We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

23.5 We will ensure that filters are in place to prevent access to unsuitable sites and we will monitor the use of the school network and internet to ensure that any pupil or staff member attempting to access inappropriate, abusive or harmful material is appropriately advised and/or supported.

24. Photography and use of images

24.1 The welfare and protection of our children is paramount and consideration should always be given to whether the use of photography will place our children at risk. Images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the internet, particularly social networking sites.

24.2 For this reason consent is always sought when photographing children and additional consideration given to photographing vulnerable children, particularly Looked After Children or those known to be fleeing domestic violence. Consent must be sought from those with parental responsibility (this may include the Local Authority in the case of Looked After Children).

25. Health & Safety

25.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, for example when undertaking school trips and visits.

25.2 Risk Assessments are undertaken and reviewed regularly, in respect of site security, risk of children being drawn into terrorism or exposed to extremist behaviour, risk to and from children displaying harmful behaviour.

26. Safe Environment

26.1 The school undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety.

26.2 The school has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of school hours.

26.3 Visitors to the school, for example visiting speakers, theatre groups or curriculum specialists, will be appropriately checked and vetted, to ensure they are not linked to extremist groups or promoting extremist or other harmful material.

27. Challenge and Escalation

27.1 We recognise that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children.

27.2 As part of our responsibility for safeguarding children, we acknowledge that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare.

27.3 We are aware of the LSCB escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

28. Monitoring and Evaluation

28.1 Our Safeguarding Children policy and procedures will be monitored and evaluated by:

- Completion of the annual safeguarding audit;
- Completion and reporting of the annual safeguarding report to the Curriculum and Standards Trustees;
- Pupil surveys and questionnaires;
- Discussions with children and staff;
- Scrutiny of data and risk assessments;
- Scrutiny of the school's single central record of recruitment checks;
- Scrutiny of Board minutes;
- Monitoring of logs of bullying/racist/behaviour incidents and Positive Physical Intervention records;
- Supervision of staff involved in child protection;
- Cases file audits undertaken by the DSL.

29. Other Relevant Policies

29.1 The Board's statutory responsibility for safeguarding the welfare of children goes beyond basic child protection procedures.

29.2 The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Allegations of Abuse against Teachers and other Staff

- Complaints Procedure
- Behaviour Policy
- Anti-Bullying, including cyber-bullying
- Positive Physical Intervention (included in Behaviour policy)
- Special Educational Needs and Disabilities
- Educational Visits (included in H&S policy)
- First aid and the administration of medicines (included in H&S policy)
- Health and Safety
- Relationships Education
- Equal Opportunities
- E-safety and Acceptable Internet Use
- Whistleblowing (Confidential Reporting)
- Physical Touch Policy

29.3 The above list is not exhaustive but when undertaking development or planning of any kind the school will need to consider safeguarding matters.

Appx A – Record of Concern

Appx B – Child Protection/Expression of Concern Chronology Form

Appx C – HAST Schools Safeguarding Checklist



We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.



APPENDIX A



RECORD OF CONCERN

Child's name:		Child's DOB:	
Gender	Ethnic origin	Disability	Religion
Male/Female			
Date and time of concern:			
Your account of the Concern: (what was said, observed, reported and by whom)			

Additional information (your opinion, context of concern/disclosure)
Your name:
Your signature:
Your position in School:
Date and time of this recording:
Action and response of DSP/HT:
Name: Date:

APPENDIX B

The Harlington and Sundon Academy Trust
Child Protection/ Expression of Concern
Chronology Form

Name of child		Date of Birth	
----------------------	--	----------------------	--

Date	Concern/Event	Action/ Result	Signature

APPENDIX C



HAST Schools Safeguarding Checklist

Following the inter-schools safeguarding meeting (May 2016) it was decided that a top sheet for files would be valuable to ensure clear communication between schools in HAST.

Whenever you start a safeguarding file please can you use this form to check whether any relevant information is already in place about this child's family within our HAST schools

Child's family name

Child's Parent(s)/Carer(s)

Child's siblings

Other family surname(s)

Family Structure

Which schools do these siblings attend? (Highlight and name child at this school)

Arnold Academy

Chalton Lower

Eversholt Lower

Greenfield and Pulloxhill CE Lower

Harlington and Sundon Lowsers

Harlington Upper

Parkfields Middle

Ramsay Manor Lower

Silsoe CE Lower

Toddington St George CE Lower

Westoning Lower

Attached pre-school - name please

Early help already in place and for whom?

Current CIN/CP Plan and social Care worker?

Recent school moves and any link to another Authority?

Relevant checks with these Authorities and schools?

Add details and reference to any documentation requested/received.