

Abbey Gate College

SAFEGUARDING POLICY Whole School and EYFS



Reviewed: August 2016 (TP)
Next Review: August 2017 (TP)

Authorised and approved on behalf of the Board of Governors by:

8.9.16

This policy is published on the College website and available to parents on request.

The purpose of our Safeguarding Policy and procedures is to promote the welfare of children and protect them from harm.

Definitions:

In this document **Staff** means all full and part time staff together with peripatetic staff, volunteers and governors.

In this document 'KCSIE' refers to the DfE document Keeping Children Safe in Education for implementation from 5th September 2016.

Safeguarding is an umbrella term encompassing the whole safety and well-being of a child (defined as being under 18 years of age) and recognises the importance of the preventative agenda and early intervention.

Child protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer significant harm.

Abbey Gate College is fully committed to the Safeguarding of children and the following policy complies with DfE guidelines: *Keeping Children Safe in Education (2016)* and *Working Together to Safeguard Children (March 2015)*. We will follow the procedures set out by the Cheshire West and Chester Local Safeguarding Children Board (LSCB). We are committed to ensuring that in all areas of the work of the College we provide a safe, enjoyable and positive experience for children and young people. It is important to be aware that child abuse happens in all strata of society and at all ages; children have a right to be "safe from maltreatment, neglect, violence and sexual exploitation".

The welfare of pupils at Abbey Gate College is safeguarded and promoted through our Risk Assessment Policy, Pupil Supervision Policy and Educational Visits Policy and all appropriate action is taken to reduce risks which are identified

Rationale:

The policy applies to **all staff** working in the College and the required information about safeguarding procedures will be made available to everyone who comes into contact with pupils. At Abbey Gate College we understand that children cannot learn effectively unless they feel secure and we recognise our responsibility to provide an environment that promotes self-esteem and self-worth, where pupils are confident that their concerns will be listened to and acted upon. We have an ethos which recognises that every member of staff/volunteer has a key role in the prevention of harm, early identification, intervention and support for children at risk of significant harm or in need.

Our employees are encouraged to raise concerns and can refer to our Whistleblowing Policy which provides a framework for them to feel secure if they need to safely report any serious concerns they may have on any College issue, without fear or reprisal.

The College is committed to:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children (see Safer Recruitment Policy)
- Raising awareness of child protection issues, including all e-Safety matters (please refer to the e-Safety Policy).
- Using curricular and extra-curricular opportunities to ensure that children are fully informed and educated, equipping them with the skills needed to keep them safe from abuse, including training in e-safety and to develop realistic attitudes to the responsibilities of adult life. This also involves all pupils signing a 'mobile phone' Acceptable Use permission form when they enter the College.
- Ensuring that all staff and volunteers are aware of their Safeguarding responsibilities, are familiar with the policy, are adequately trained in Safeguarding procedures and have received and read a copy of Part 1 of Keeping Children Safe in Education (KCSIE) September 2016
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse
- Supporting pupils in accordance with their Child Protection Plan if required
- Ensuring appropriate information and training is available to staff to keep children safe who are looked after by the local authority
- Establishing a safe environment in which children can grow in confidence, learn and develop in all areas
- Maintaining links with local agencies in order to ensure compliance with procedure and to sustain cooperation with organisations such as the Local Safeguarding Children Board (LSCB) and to co-operate with any investigation of child protection matters as appropriate

The College recognises the importance of positive staff/pupil relationships and that day to day contact with children means that staff are often well placed to observe the outward signs of abuse.

For action to be taken when there are concerns about a child see **Appendix A**.

Principles:

- Abbey Gate College is committed to the principles of Keeping Children Safe in Education KCSIE (September 2016) with regard to specific Safeguarding issues and will work with other agencies dependent upon the nature of the individual case including missing children, domestic violence, female genital mutilation (FGM) and child sexual exploitation.
- All members of the teaching staff, support staff, peripatetic teachers, governors and those people working for externally managed services within the College and volunteers should be familiar with this policy.
- Establish and maintain an environment where all children feel secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in College that they can approach if they are worried.
- Include opportunities in the Personal, Social, Health and Economic Education (PSHEE) programme for children to develop the skills they need to recognise and stay safe from abuse. Particular attention should be paid to school practices to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet.
- Ensure that assemblies and our pastoral system provide opportunities to raise awareness and understanding.
- Maintain required training for staff to ensure that they are well informed, fully aware of the correct child protection procedures and understand the importance of adhering to a professional code of conduct.
- Assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on the College sites or on another site when the pupils are at the external site under the responsibility of the College.

Abuse is defined as 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. Abuse may be by an adult or adults or another child or children.

For the purposes of this policy abuse can be categorised into four main forms:

1. **Physical abuse:** deliberate injury or infliction of physical suffering

2. **Neglect:** active or passive failure to protect a child from any kind of danger likely to impair the child's health or development; failure to thrive physically, emotionally or intellectually
3. **Sexual abuse:** sexual exploitation of a child or adolescent
4. **Emotional abuse:** persistent or severe emotional ill treatment likely to have an adverse effect on the emotional and behavioural development of the child

The following may be signs of possible abuse and concerned staff should be alert to the following and refer to the Designated Safeguarding Lead Person for Child Protection (DSL) as soon as possible:

Physical	<ul style="list-style-type: none"> flinching when approached or touched keeping arms and legs covered even when hot repeated minor injuries unexplained cuts, fractures or bruises, including black eyes burns and swellings reluctance to change clothing for PE fear of treatment or medical help improbable or evasive excuses panic attacks depression
Sexual	<ul style="list-style-type: none"> as above but may also include: unusual avoidance of touch emotional withdrawal frequent abdominal pain discomfort in sitting down recurrent urinary infection inappropriate sexual knowledge or behaviour for child's age
Emotional	<ul style="list-style-type: none"> fear of parents being contacted over-reaction to problems unexplained tearfulness or undue anxiety excessive confidence excessive need for approval failure to thrive
Neglect	<ul style="list-style-type: none"> constant fatigue constant hunger weight loss appearing cold, undernourished or unkempt poor personal hygiene low self-esteem frequent lateness or absence untreated medical problems

Abuse by one or more pupils against another pupil

The harm caused to children by the harmful and bullying behaviour of other children can be significant. This may involve single incidents or ongoing physical, sexual or emotional (including verbal) harm perpetrated by a single child or by groups of children. A bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm. (See Anti-Bullying Policy). In such cases, a referral will be made to the LSCB. It would be an expectation that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being 'at risk'.

Procedure for dealing with disclosures of abuse - guidance for staff

1. **Listen carefully** to what you are being told. Try not to interrupt or prompt. Do not ask leading questions. If necessary ask open questions; if at all possible and appropriate, take notes and ask the pupil to check that they are accurate. It is vital that you do not try to investigate the situation.
2. **Be calm and sympathetic** but try not to display shock and do not express disbelief. Do not jump to conclusions or put words into the child's mouth.
3. **Reassure** the pupil that they were right to speak to you but do not promise confidentiality.
4. **Explain** that you will need to speak to the DSL about the disclosure and that they will probably need to speak to the DSL but that you may be present too if they would prefer.
5. **Report** the disclosure to the DSL on the same day as the disclosure took place.
6. **Record** the disclosure in writing as soon as possible. If you did not take notes during the disclosure, this must be completed within 24 hours of the disclosure. The written record must be accurate, detailed and factual. Try to use the actual words used and note down any visible physical injuries. Record your observations of the child's behaviour during the disclosure but do not give a personal opinion on either the situation or any observed behaviour. The record must be dated and signed. Give the written record to the DSL within 24 hours of the disclosure.

Procedure for dealing with child protection concerns

Staff may have child protection concerns about a child without a disclosure having been made. All such concerns must be reported to the DSL without delay.

In some cases, immediate referral to children's services is essential. The DSL or the person with the concern can make that referral. ***It is important for all staff to know that anybody can make a referral. (Contact details can be found at the end of this document).***

In other cases, the child may need support via an inter-agency referral using the processes laid down by the local LSCB.

Training and Responsibility

We will ensure that all staff are appropriately trained and that all staff and Governors are aware of their responsibilities. Safeguarding procedures will be a regular item on the agenda at staff meetings, discussed at the Governor led Safeguarding Committee meetings and a standing item at relevant Board Meetings, including the Governors' annual review of Safeguarding.

Training will be given to all staff, including the Head, at regular intervals and in accordance with that required by the LSCB.

The DSL will receive the required additional training updated at least every two years in child protection and inter-agency working. This training is to be provided by the local Social Services Department or an external agency acceptable to the LSCB and cover those areas detailed in KCSIE September 2016.

Training in Safeguarding is included in induction training for all new staff, including temporary staff, peripatetic teachers and volunteers. This training will include: coverage of the contents of this policy, the code of conduct contained in this policy, the Whistleblowing Policy, the name of the DSL and provision of a copy of KCSIE September 2016 Part 1.

All staff will read a copy of this document KCSIE 2016 and sign a register to say that they have done so. All teaching staff will also be issued with Annex A of KCSIE September 2016 and again sign a register to say that they have done so.

All professionals working with children will have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters. This should include the personal and professional duty to report welfare and safeguarding concerns to the designated safeguarding lead, or in the absence of action, directly to local children's services.

Additionally, AGC will consider its context and the community it is in and take account of factors in determining the level and focus for training and responsiveness to factors such as female genital mutilation, radicalisation, e-safety and cyberbullying, and mental health.

The Role of Leadership and Management in Safeguarding Children

- **The Designated Senior Lead for Child Protection (DSL)** who has received required training and support is the **Head of Pastoral, Mrs Jennifer Jones** (next updated training due in June 2017). She is also the Single Point of Contact (SPOC) for the Prevent Duty (training completed 20 October 2015).

The role of the DSL and Deputy DSL is set out in Appendix C of this document.

The senior responsibility is to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. The senior role can be exercised in conjunction with other nominated safeguarding staff within the school.

- **Mrs Tracy Pollard, Head is qualified to Level 3 Safeguarding** (next training due November 2016).
- **Mrs Nerys Moses, (Deputy DSL) Head of Key Stage 3, is qualified to Level 3 Safeguarding** (next training due February 2018)
- **Mrs Carole Houghton, Assistant Head of Sixth Form, is qualified to Level 2 Safeguarding** (next updated training due September 2017)
- The nominated Governor responsible for Child Protection, ensuring regular meetings of the Safeguarding Committee are held and reported to the Governing Board is **Mrs Maria Heywood** who is qualified to Level 3 (training updated every 2 years - next training due November 2016). It is recognised that the whole of the Governing Board is responsible for all safeguarding matters.
- **Mrs Marie Hickey, Head of Infant & Junior School, is qualified to Level 3 Safeguarding** (next training due February 2018).
- **Mrs Judith Gallagher, Assistant Head of Infant & Junior School, is qualified to Level 3 Safeguarding** (next training due February 2018).
- **Mrs Sarah Tomlins is the Designated Senior Lead for Child Protection in EYFS (DSL) who is qualified to Level 3 Safeguarding and supports this within the EYFS class at The Infant and Junior School** (next updated training due February 2017) has received required training and support.
- **All staff and nominated Governors** received Level 1 Basic Training in November 2014 (next updated training due November 2017).

The DSL (see Appendix C for job description) is responsible for ensuring that temporary staff, volunteers and peripatetic staff are provided with induction training regarding Safeguarding. This training must include this policy, including staff conduct, the identity of the DSL and a copy of Part 1 of KCSIE September 2016 and the Whistleblowing Policy. The role of the DSL includes:

- Ensuring that parents have an understanding of the responsibility placed upon the College for child protection by making them aware of this policy which is published on the website and available on request
- Ensuring action is taken quickly
- Notifying Social Services if there is an unexplained absence of more than 2 days for a pupil who is on the Child Protection Register

- Developing effective links with local agencies and cooperating fully with their enquiries
- Attending case conferences or meetings if required
- Keeping written records of concerns about children.
- Reassessing concerns as required
- Challenging inaction
- Attending the Governors' annual Safeguarding Review and making available evidence underpinning the review (e.g. training records, referral themes which may have emerged in the school and how these have been handled, contribution the school is making to local discussions on safeguarding matters). Minutes will therefore be sufficiently detailed to demonstrate both breadth and depth of the review.
- Ensuring that all records are kept securely, separate from the pupil file, and locked away

The DSL will ensure that the Head is kept informed of any child protection issues.

Action of DSL following a disclosure or report of suspected abuse - see Appendix A.

Following a verbal report the DSL will follow the Cheshire West and Chester Local Safeguarding Children Board (LSCB) procedures (www.cheshire.gov.uk/socialcareandhealth/children/child_protection/manual). The DSL will confer with another member of the designated team if possible and a decision will be taken on an appropriate course of action. This must involve a discussion with the pupil who made the disclosure but ideally they should not be asked to repeat their disclosure. The Designated Lead(s) will decide on an appropriate course of action based on professional judgement, experience and training. It is good practice to discuss concerns with parents but this will only be done if it does not place the pupil at increased risk of harm. The child's views will be taken into consideration on the matter of contacting parents.

If there are still concerns that may be of a child protection nature, discussions can then take place, without identifying the child in question if necessary, with the front line staff in Children's Social Care or the Safeguarding Unit. Should Child Protection concerns then be established, it will be necessary to identify the child at that point and a referral to the LSCB must be made within 24 hours of the disclosure or suspicion.

If it is felt that other or additional support from one or more agencies is required then this will lead to inter-agency assessment using Common Assessment Framework (CAF) and Teams Around the Family (TAF) approaches in line with Local Authority guidelines.

Safer Recruitment

Abbey Gate College is fully committed to ensuring that safe recruitment practice is followed as outlined by our Safer Recruitment Policy. We comply with the DfE's regulations in all employment matters including the required DBS checks. We ensure that sufficient relevant staff are trained in safer recruiting.

The following members of staff and governing body have attended the Safer Recruitment Training Course:

Governors

David Weir - Chairman

Maria Heywood- Deputy Chairman

Staff

Mrs Tracy Pollard - Headmistress

Mrs Heather Barnes - Bursar

Children who have been the victims of abuse

Children who have been the victims of abuse or have witnessed violence or trauma may need additional support and care in order to develop their self-esteem.

Their behaviour may be challenging and the College will endeavour to support the pupil in a number of ways:

- Implementing an appropriate curriculum
- Maintaining an ethos promoting a positive, secure and supportive environment to build pupil self esteem
- Ensuring that the Behaviour Policy provides support for vulnerable pupils
- Liaison with other agencies and professional services e.g. Child and Adolescent Mental Health Services (CAMHS)
- Ensuring that if any child on the Child Protection register leaves that their information is transferred to the new school and that the child's social worker is informed
- If any child leaves the College mid-year without explanation the Registrar will inform the LEA

Arrangements for dealing with allegations of abuse against teachers and other staff

The College has procedures for dealing with allegations against staff (and volunteers who work with children), that aim to strike a balance to protect children from abuse, the overriding principle, but also to protect staff or volunteers from false or unfounded allegations. If an allegation of abuse is made about a member of the teaching staff, support staff, governing body, someone working for externally managed services within the College or a volunteer, the Head or the DSL should be informed immediately. The DSL must keep the Head informed of any allegations she receives. Allegations against the DSL should go to the Head. If the Head is not available, the Chair of Governors should be informed without delay. The colleague about whom the allegation has been made should not be informed. Allegations regarding the Head should be made to the Chair of Governors without notifying the Head first. In a case of serious harm, the police should be informed from the outset.

All allegations against a Governor must be reported to the Designated Officer (DO) at the LCSB.

All allegations of abuse against a member of staff must be reported to the Designated Officer (DO) at the LCSB within one working day of the allegation being made, for advice before any investigation takes place. Contact details for the DO are printed at

the end of the policy. In borderline cases, these discussions can be held informally and without naming the individual. The DO's first step will be to discuss the allegation with the Head to confirm details of the allegation and establish whether there is sufficient substance in the allegation to warrant an investigation. From then on the College will follow the guidance of the DO in dealing with the matter, including any communication with the member of staff concerned, the parents and child concerned. Under the DO's guidance, suspension of the member of staff may not be an automatic response to an allegation but may be procedural and done without prejudice. All discussions with the DO will be recorded in writing. In the case of a substantiated allegation the College will work with the DO to see if any improvements need to be made in the College's safeguarding arrangements.

Full consideration will be given to all options in order to ensure:

- a) the safety and welfare of the pupil or pupils involved
- b) the need for a full and fair investigation
- c) that the College has fulfilled its obligations with regard to involving other agencies if required
- d) the confidentiality and guarding against unwanted publicity for the member of staff and College.

All staff are required to follow the following Code of Conduct and to have read and be aware of our Whistleblowing Policy.

Staff must be conscious at all times that they do not place themselves in a position, either on or off the College site, where they could be open to allegations of abuse and should ensure that:

- They work in a professional manner at all times and take responsibility for their own behaviour
- They do not share personal telephone numbers with pupils except and only on rare occasions sanctioned by the College e.g. if there is a need to contact pupils whilst on a trip. Any pupil phone numbers must be deleted from personal mobiles etc. as soon as the need to have them has ceased
- They do not interact with pupils via the internet other than as sanctioned by the College e.g. responding to homework sent by email. In such instances, the same professional standards should be maintained as would be expected by the College in a face-to-face situation
- They do not discuss with pupils any matters that are inappropriate
- They do not share inappropriate personal information with pupils or ask for inappropriate personal information from pupils
- They do not share secrets with pupils
- They are careful not to show favouritism or single out individual pupils either positively or negatively
- They avoid being in a closed room with an individual pupil without first making aware another member of staff. Those staff involved in 1:1 teaching or coaching need to be particularly vigilant

- They refrain from saying anything that could be construed as suggestive or provocative or discriminatory
- They do not take part in or allow any inappropriate physical activities, including anything that could be construed as sexual activity
- They ensure that, if there is a need to have physical contact with a pupil e.g. in the course of teaching or giving first aid other than in extreme circumstances, the pupil gives consent
- They do not transport pupils in their own vehicles other than in line with College policy
- They do not use or threaten to use force other than in cases where there is a need to restrain pupils for their or others' safety. Any such cases should be reported without delay to a senior member of staff and recorded, in line with College policy

The above apply at all times whether on or off the school premises. Should a member of staff have any concerns about any incidents that might come under the above s/he should let a senior member of staff know without delay.

All staff will have undergone full Safeguarding checks including checks by the Disclosure and Barring Service (DBS) prior to being engaged by Abbey Gate College. All staff, including those who work with EYFS, and in childcare for children up to age 8 are required to declare any criminal convictions they receive during their employment at Abbey Gate College.

The College undertakes to promptly report to the Disclosure and Barring Service (DBS) any person leaving the College, whether employed, contracted, a volunteer or student, whose services are no longer used because he or she is considered unsuitable to work with children. Such reports should contain as much evidence as possible - failure to take this action constitutes an offence.

A referral will be made to the National College for Teaching and Leadership where a teacher has been dismissed, or would have been dismissed had he/she had not resigned, and a prohibition order may be appropriate. The reasons for such an order are 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction, at any time, for a relevant offence'.

Use of Cameras and other Digital Media in EYFS

Children in EYFS at The Infant and Junior School have their photographs taken to provide evidence of their achievements for developmental records. Staff, visitors, volunteers and students are not permitted to use their own mobile phones or cameras to take or record any images of EYFS children for their own records during session times.

Procedures

- Under the Data Protection Act 1998, the School seeks parental consent to take photographs and use video recorders
- Photographs will be stored on the school network which is password protected

- The School's digital camera/s or memory cards must not leave the setting except when pupils are on trips and visits
- The EYFS digital camera is kept securely in the Foundation classroom
- All staff who teach EYFS have access to the digital camera
- Photos are printed in the setting by staff and images are then removed from the camera's memory
- Photographs may be taken during indoor and outdoor play and displayed in albums or a child's development records for children and parents/carers to look through
- Often photographs may contain other children in the background
- Staff must not use any device other than school cameras/devices to take photographs or videos
- Events such as: Sports Day, outings, Christmas and fundraising events may be recorded by video and photographs by staff and parents/carers, but always in full view of all attending
- On occasion, we might like to use photographs of the children taking part in an activity to advertise/promote our school, for example, via our website. Permission for this activity is covered in a photograph permission form which parents sign on admission to the College
- Many mobile phones have inbuilt cameras so staff mobile phones should be turned off whilst with the pupils and should be left with personal belongings where possible
- Visitors may only use their phones outside of the building
- Cameras and mobile phones are prohibited in the toilet or changing areas
- In cases of a personal emergency, all personal calls should be directed through the School Office phone.

MISSING CHILD POLICY

Infant and Junior School including EYFS

Introduction:

Children's safety is maintained as the highest priority at all times both on and off the school premises. Every attempt is made, both inside school and on educational visits, to ensure the security of children is maintained at all times. Procedures are in place for the unlikely event that a child goes missing.

In all cases, once it has been established that a child is missing, the College Critical Incident Management Plan is adhered to.

Aims:

- To ensure the safety of all pupils
- To ensure that any child that goes missing either in school or on an activity outside school is located as quickly and efficiently as possible.
- To communicate effectively and to an appropriate timescale with everyone concerned.
- To follow up incidents and to review procedures accordingly.

Procedures:

All staff are responsible for keeping children safe whilst at school.

Class and/or subject teachers are responsible for taking a full register both in the morning and after lunch to check pupil attendance.

The School Administrator is responsible for reviewing attendance on a daily basis and for contacting parents to establish reasons for absence.

All children who leave school early need to be signed out at the School Office by their parents / appropriate adult. Children who have appointments (visiting other schools, medical etc.) must complete the relevant absence request form in advance, and return it to the School Office for the Head of the Infant and Junior School's approval. Similarly, if a child arrives at school after registration, they must be signed in at the School Office and the School Administrator will amend registers accordingly.

Child going missing on the premises:

- If a teacher establishes that a child is missing from a lesson or activity, they should
 - remain calm and do not let the other children become anxious or worried
 - ask other pupils who may know the whereabouts of the missing pupil
 - check the class register
 - Gather information concerning pupils out on sports fixtures/activities
 - Check the music and Learning Support rooms
 - Check the Medical room
 - Check Pupil toilets

If the child is still not found the teacher must inform the Head of the Infant and Junior School or a member of the Leadership Team immediately. The Headmistress and Bursar will be immediately contacted by the Head of the Infant and Junior School.

At this point, the School Administrator (Debbie Humphreys/Jan Rawlinson-Smith) will start the clock and log all actions taken.

- Staff caring for the other pupils are focused on their needs and must not discuss the incident in front of them.
- Available staff including support and maintenance staff, will carry out a thorough search of the building, grounds and immediate vicinity of the school.
- Concurrently, staff are to ensure all other pupils are present and secure.
- If the child is not found after no more than 20 minutes, the Police will be contacted by the Head of the Infant and Junior School or in his/her absence the Head at the Saighton site.
- The child's parents are contacted after the Police have been informed by the Head of the Infant and Junior School or in his/her absence the Head at the Saighton site.
- The Chair of Governors is informed of the missing child after one hour by the Head of the Infant and Junior School or in his/her absence the Head at the Saighton site.

Child going missing on an outing:

Before embarking on any trips outside of school, full risk assessments are carried out and appropriate paperwork is completed which is then verified by the Educational Visits Coordinator. Guidelines are followed as to the adult:child ratio arrangements for supervision on the trip.

The children are always accompanied by the members of teaching staff and sometimes by non-teaching staff and approved parent helpers.

- As soon as it is noticed that a child has gone missing, staff take a roll call to ensure that no other child has gone astray. A search of the immediate area is carried out by designated staff.
- Staff keep calm and do not let the other children become anxious or worried.
- The Group Leader contacts the venue security and will liaise and organise a thorough search for the missing child.
- The Head of the Infant and Junior School is contacted immediately who then informs the Headmistress and Bursar.
- The Headmistress will implement the Critical Incident Management Plan and will contact parents and the Police as necessary.
- If necessary arrangements are made for Deputy Group Leader to take the remaining children back to school with other adults. If requested, the Group Leader and designated staff member remain at the venue to liaise with the authorities.

Following up an incident:

- The Head and possibly Governors carry out a full investigation taking written statements from all the staff in the classroom or on the visit.
- The member of staff writes an incident report detailing:
 - The date and time of the incident
 - What staff/children were in the group/outing and the name of the adult designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
- A conclusion is drawn as to how a breach of security happened.
- If the incident warrants a police investigation, all staff cooperate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. LSCB may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements; the local authority Health and Safety officer may investigate and decide if there is a case for prosecution.
- In the event of disciplinary action being taken, Ofsted is informed.
- The insurance provider is informed.

Missing child incidents are very worrying for all concerned. Part of managing the incident is to try and keep everyone as calm as possible.

The staff will feel worried about the child, especially the key or designated person responsible for that child, and their anxiety and distress will rise as the length of time the child is missing increases.

To support the members of staff involved, the members of the Leadership Team will ensure:

- Staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- There are always two members of staff present, one of whom is the Head of AGC Infant and Junior School and the other who is either the Headmistress or a member of Leadership Team.
- Aggression or threats against staff are not tolerated and if necessary the police should be called.
- Staff are offered counselling and support as required.
- Staff must not discuss any missing child incident with the press.

PREVENT DUTY

From 1 July 2015, all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, 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.

- staff should be able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.
- pupils' resilience to radicalisation will be built by promoting fundamental British values and enabling them to challenge extremist views. The Prevent Duty is not intended to stop pupils debating controversial issues.
- Protecting children from the risk of radicalisation is part of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.
- We will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- We will ensure suitability of visiting speakers whether invited by staff or by children themselves. Visiting speakers will be supervised at all times and their material checked for appropriateness. Any concerns should be highlighted immediately and referred to our Single Point of Contact (SPOC) who will follow the Prevent Duty protocol (see Appendix B).
- We will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Staff will have a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- The general risks affecting children and young people may vary from area to area, and according to their age. The school is in an important position to identify risks within a given local context. It is important that AGC understands these risks so that we can respond in an appropriate and proportionate way.
- AGC should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.
- All staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation

may display different signs or seek to hide their views. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

- Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.
- All EYFS staff must make sure they protect children in their care and all staff must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere. Early Years providers must take action to protect children from harm and should be alert to harmful behaviour in the child's life.
- Early Years providers already focus on children's personal, social and emotional development. The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.
- AGC has clear procedures in place for protecting children at risk of radicalisation. These procedures are set out in this Safeguarding Policy (the Prevent Duty section).
- AGC should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.
- Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements should already take into account the policies and procedures of the LSCB. For example, LSCBs publish threshold guidance indicating when a child or young person might be referred for support.
- Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.
- Prevent awareness training will be provided to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

- The Designated Safeguarding Lead, Mrs Jennifer Jones (Prevent Duty training completed 20 October 2015) is the Single Point of Contact (SPOC and) and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. The Prevent Governor is Mrs Maria Heywood, (training completed 3 November 2015)
- All staff have completed the Channel on-line training. It is also part of the induction for all new staff.
- AGC to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. We will ensure that suitable filtering is in place.
- All teachers need to be aware of the risks posed by the online activity of extremist and terrorist groups.
- AGC can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making, if a member of staff in school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.
- The PSHEE programmes will provide pupils with the time to explore sensitive or controversial issues and equip them with the knowledge and skills to understand and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and well-being.
- The Citizenship programme will help to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It will equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils will also be taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

FEMALE GENITAL MUTILATION (FGM)

The mandatory reporting duty Section 74 of the Serious Crime Act 2015 places a statutory duty upon **all** teachers to report any incidence of FGM to the DSL/SPOC (Mrs Jennifer Jones). This will then be reported to the Police if in her capacity as DSL/SPOC she is:

- informed by a girl under 18 that an act of FGM has been carried out on her
- or she or other staff observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

Links to additional policies in the College:

- Behaviour Policy (pupils)
- Parents' Complaints Procedure
- Safer Recruitment Policy
- Anti-Bullying Policy
- ICT Code of Conduct
- Equal Opportunities Policy
- Race Policy
- Whistleblowing Policy
- e-Safety Policy
- Personal, Social, Health and Economic Education (PSHEE) Policy
- Pupil Supervision Policy
- Risk Assessment Policy
- Educational Visits Policy
- Positive Handling Policy
- First Aid Policy
- Health & Safety Policy

Role of the Governors:

The Governors will conduct a review at least annually of the College Safeguarding Policies and Procedures and the efficiency with which the related duties have been discharged. They must ensure that the policy and procedures work in accordance with locally agreed interagency procedures and that the policy is accessible on the school website and made available to parents on request. Minutes of the relevant Board Meeting must be sufficiently detailed to record the depth and breadth of the review.

Governors must also ensure that the College operates a safe recruitment procedure and carries out appropriate checks on staff or volunteers who work with pupils and that any deficiencies or weaknesses in Child Protection arrangements are remedied without delay.

Contact information

Local children's service office:

Cheshire Local Safeguarding Children Board (LSCB)
Floor 2
4 Civic Way
Ellesmere Port
Cheshire
CH65 OBE
Tel: 01244 603400
Fax: 01244 603130

Opening times: Mon-Thurs 8:30am-5pm, Fri 8:30am-4:30pm
Emergency Duty Team (EDT): 01244 977161

Contact and Referral Team (CART)

Wyvern House
Winsford
Cheshire
CW7 IAU
Tel: 01606 275099

Early Support Access Team (ESAT)

Wyvern House
The Drummer
Winsford
CW7 IAU
Tel: 0300 123 7047 (Contact is for professional use only)

DBS:

PO Box 181
Darlington
DL1 9FA
01325 953795

DO:

Kathryn Appleton
Referral form on LSBC website. This has to be completed in the first instance and only then will College be contacted.

Ofsted:

08456 404040

Other useful numbers:

NSPCC 01925 418430 Warrington
NSPCC Child Protection Helpline 0800 800 500
National Childline 08001111

Cheshire Police Counter Terrorism Branch:

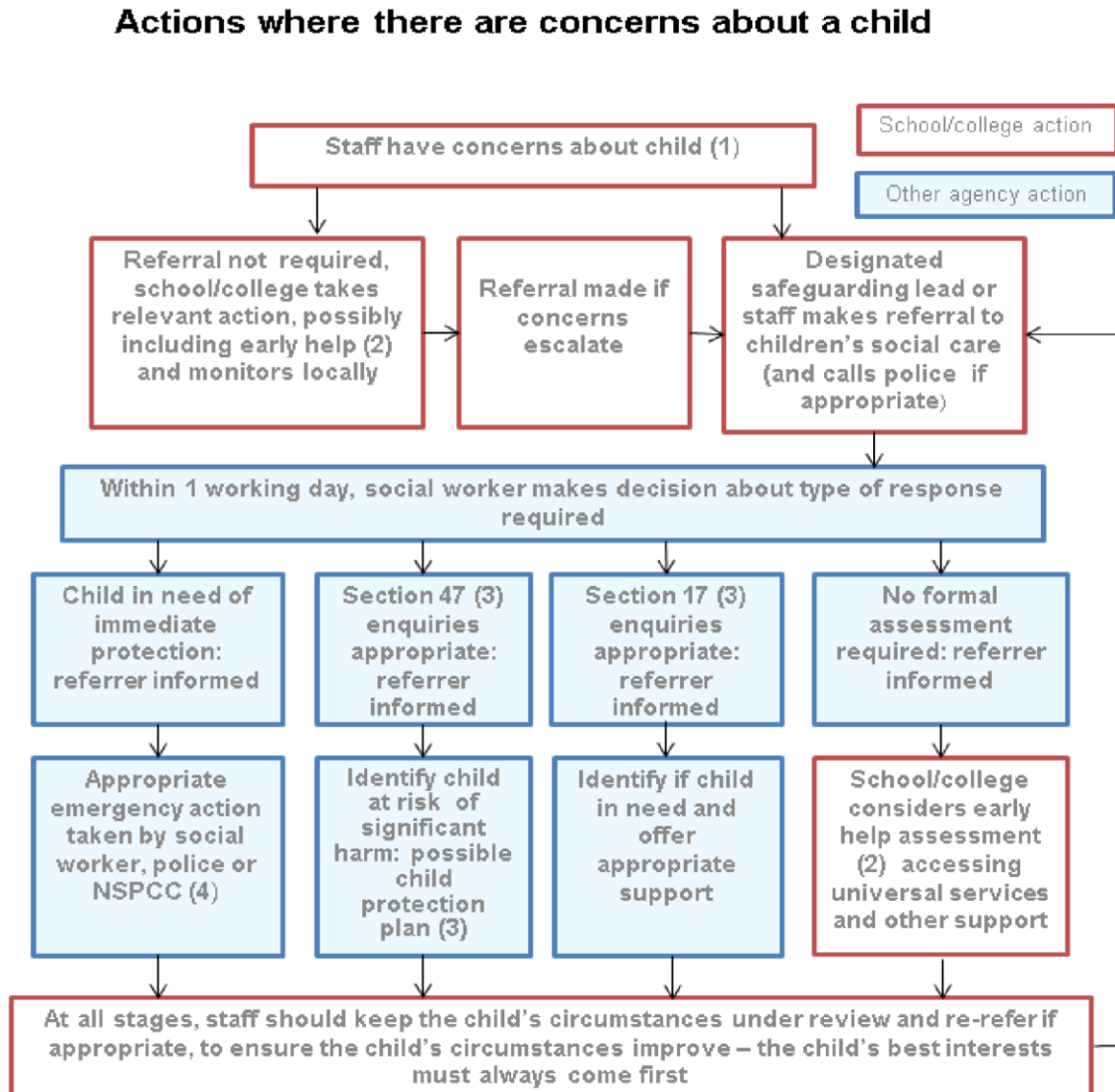
Emma Hart - Prevent Co-ordinator
01606 362147
Emma.hart@cheshire.pnn.police.uk
07769 910882

Appendix A

Actions where there are concerns about a child

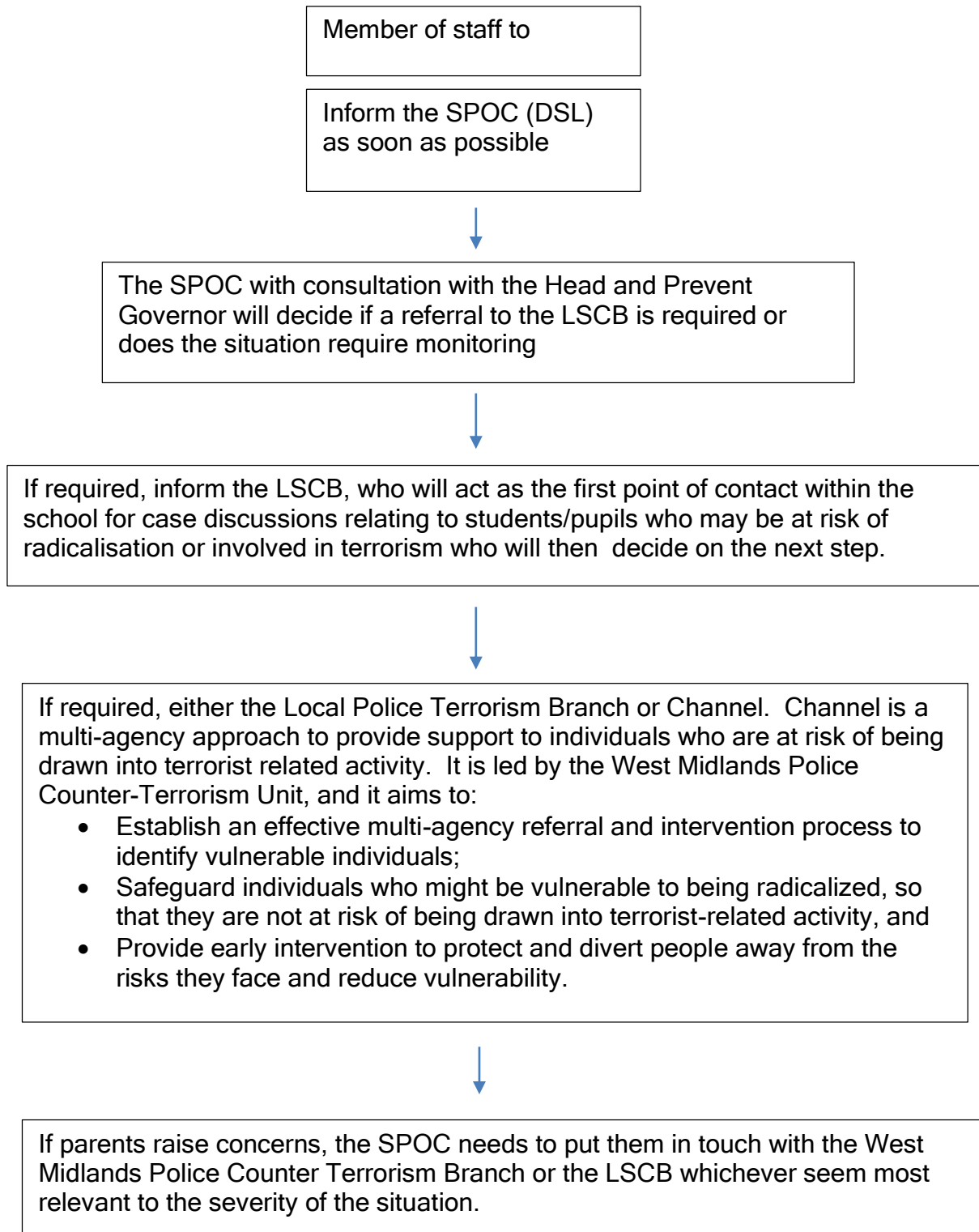
Anybody can make a referral

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.



Appendix B

Protocol if there is concern over a pupil who is identified as being vulnerable and drawn into terrorism.



Appendix C

Role of the Designated Safeguarding Lead

Their main responsibility of the Designated Safeguarding Lead (DSL) is to take the lead responsibility for safeguarding and child protection and to work with the Deputy Designated Safeguarding Lead (Deputy DSL) who will provide the same advice and support if the DSL is unavailable. However it must be remembered that the ultimate lead responsibility for child protection remains with the DSL and should not be delegated.

The DSL is expected to:

1) Manage referrals

- Refer cases of suspected abuse to the LCSB and support staff who make referrals to the LCSB
- Refer cases to the Channel programme if there are radicalisation concerns and support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the police as required

2) Work with others

- Liaises with the Head to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise with designated officer at local authority for all child protection concerns which concern a member of staff.
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff

3) Undertake training

- The DSL and Deputy DSL should undergo training to provide them with the knowledge and the skills to carry out the role. Training should be updated every 2 years. (This training is to be supplemented with updates from ISI)
- DSL should complete Prevent Duty training
- Knowledge and skills must always be updated - by keeping up to date with changes by meetings with the LCSB, attending Safeguarding meetings, Refresher courses, and KCSIE update meetings. By this means they will:-
- Understand the assessment process for providing early help and intervention - through early help assessments
- Have a working knowledge of how local authority carry out a child protection case conference and review conference and attend and contribute when required
- Ensure each member of staff, including new and part time staff has access to and understands the Safeguarding policy and procedures

- DSL should be alert to the specific needs of children in need, those with special educational needs and young carers
- Keep detailed, accurate and secure written records of concerns and referrals
- Understand and support the college and staff with advice and support with regards to the requirements of Prevent duty
- Encourage all staff to listen to children to protect them.
- Obtain access to resources and attend any relevant or refresher training courses
- Keep records of all safeguarding training undertaken by staff and governors

4) Raise awareness

- The DSL should ensure the College's Safeguarding policy are known, understood and used appropriately
- Ensure this policy is renewed annually and all staff are made aware of any changes.
- The policy is available to parents
- Links with the LCSB

5) Child protection file

- When a child leaves the college their child protection file is transferred to the new school, separate from the main file and a certificate of receipt should be obtained

6) Availability

- During term time the DSL (or Deputy DSL) should always be available during college hours for staff to discuss any safeguarding concerns. In person is best but in exceptional circumstances a phone call is acceptable.
- The DSL (or Deputy DSL) will arrange cover for out of hours/out of term activities