ROUGEMONT SCHOOL

SAFEGUARDING POLICY

Terminology:

Safeguarding is broader than 'child protection' and refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18 or who is a student of Rougemont School.

Parent refers to birth parents and other adults who are in a parenting role; for example, step-parents, foster carers and adoptive parents.

Contacts:
Rougemont School Designated Safeguarding Leads:
Preparatory School)   Mrs Lisa Pritchard (extension 118 / 166)
)   Miss Laura Hallas   (extension 166)
Senior School –   Mrs Sue Archer   (extension 153)
There is also a designated Governor for Safeguarding issues.

External Support Numbers (from SEWSCB):
Newport Children and Family services: 01633 656656
Torfaen Children and Family services: 01495 762200
Caerphilly Children and Family services: 0808 100 1727
Blaenau Gwent Children and Family services: 01495 315700
Monmouth Children and Family services: 01291 635669

After 5pm and on weekends and Bank Holidays contact the SE Wales Emergency Duty Team on 0800 328 4432.

Other helplines:
NSPCC Adult helpline: 0808 800 5000
ChildLine: 0800 1111

General Statement of Rougemont School's commitment to Safeguarding:

- We will seek at all times to ensure that we meet our obligation to safeguard all young people and adults within the school community.

- We recognise that safeguarding is about both creating a safe environment in which all young people can thrive and protecting children from deliberate harm.

- We will ensure we remain fully compliant with legislation and guidance regarding safeguarding and will regularly review and update its practice.

- We will provide training to staff as appropriate regarding safeguarding.

Safeguarding Statement:

- We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

- The procedures contained in this policy apply to all staff, governors, volunteers (including peripatetic teachers, sports coaches and club supervisors), and student teachers. This list is not exhaustive. They are consistent with those of the SE Wales Safeguarding Children Board (SEWSCB).

This policy has been written using the following safeguarding legislation and guidance:

- Keeping Children Safe in Education (September 2016)
- Multi agency statutory advice on female genital mutilation (April 2016)
- Revised *Prevent* Duty Guidance for England and Wales (July 2015)
- The use of social media for online radicalisation (July 2015)
- Working Together to Safeguard Children (March 2015)
- HM Government: What to do if you're worried a child is being abused – advice for practitioners (March 2015)
- Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act (2015)
- Preventing and Tackling Bullying (October 2014)
- Statutory Framework for the Early Years Foundation Stage (EYFS) (September 2014)
- Safe and Effective Intervention – use of reasonable force and searching for weapons – Welsh Assembly Government Circular 097/2013 (2013)
- The Teacher Standards (2012)
- The Protection of Freedoms Act (2012)
- The Education Act (2011)
- The Equality Act (2010)
- Tackling bullying in Schools (Estyn 2006)
- Safeguarding Vulnerable Groups Act (2006)
- Safeguarding Children: Working Together Under the Children Act (2004)
- Sexual Offences Act (2003)
- The Data Protection Act (1998)
- The Human Rights Act (1998)
- DBS Referral Guidance (updated from time to time)

Policy Statements:
- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Students and staff involved in safeguarding issues will receive appropriate support.
- We aim to provide all staff with the necessary information to enable them to meet their safeguarding responsibilities.
- We aim to ensure consistent good practice.
- We aim to demonstrate the school's commitment with regard to safeguarding to students, parents and other stakeholders.
- We recognise that many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to the following groups:

- Disabled or persons with special educational needs
- Young carers
- Those living in a domestic abuse situation
- Those affected by parental substance misuse
- Asylum seekers
- Those living away from home
- Those who are vulnerable to being bullied, or engaging in bullying
- Those living in temporary accommodation
- Those living transient lifestyles
- Those living in chaotic and unsupportive home situations
- Those who are vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- Those involved directly or indirectly in, or at risk of, sexual exploitation
- Those demonstrating sexually harmful behaviour
- Students without English as a first language
- Those at risk of female genital mutilation (FGM) or forced marriage
- Those at risk of exposure to radicalisation and extremism.
- Those who are questioning their sexuality

This list provides examples of additionally vulnerable groups and is not exhaustive.

Roles and Responsibilities.

The **Governing Body** ensures that:

- The Safeguarding Policy and procedures are implemented and followed by all staff.
- The Safeguarding Policy is reviewed annually.
- There is a nominated member of the Governing Body to oversee Safeguarding within the school; at present this is Mrs Jayne Clark.
- Responsibility is devolved to the Head to ensure guidance in this policy is adhered to.

- The school appoints a Designated Senior Lead (DSL) for safeguarding, and designated support.
- The school has procedures for dealing with allegations of abuse made against members of staff, including allegations made against the Head, and allegations against other children.
- A nominated member is responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the Head.
- The school's safeguarding, recruitment and managing allegations procedures are in accordance with the LSCB and national guidance.

The **Head** ensures that:
- A DSL or DSLs for safeguarding are appointed. These will be members of the Senior Leadership Team who, in addition to basic safeguarding training, have undertaken training in inter-agency working.
- The role of DSL is explicit in the role holder's job description.
- Sufficient time, training, support and resources are allocated to enable the DSLs to carry out their roles effectively.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures (for details see our Employment Manual).
- Students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- The school has a safeguarding policy (and procedures), including a staff Code of Conduct, that is reviewed annually and made available publicly on the school's website and by other means.
- The school follows safer recruitment procedures that include statutory checks on staff suitability to work with children.

The **Designated Senior Leads** (DSLs):

- Are appropriately trained, with updates every two years, and act as a source of support and expertise within the school community.
- Have a working knowledge of the Local Safeguarding Children's Board (LSCB) procedures and locally agreed processes for providing early help and intervention.
- Attend and/or contribute to safeguarding conferences and work with the Head to ensure cases concerning a member of staff are referred appropriately to the Local Authority Designated Officer (LADO) and/or the Disclosure and Barring Service (DBS) following guidance from the appropriate SE Wales LSCB.

The DSLs ensure that:
- A culture of listening to children and taking account of their wishes and feelings is encouraged.
- The school is alert to the specific needs of children in need, those with special educational needs and young carers.
- Detailed written records of all concerns are maintained ensuring that such records are stored securely and flagged on, but kept separate from, the student's general file.
- Cases of suspected abuse are referred to children's social care or police as appropriate
- Children's social care is notified if a child with a Child Protection Plan is absent for more than two days without explanation.

- When a student with a Child Protection Plan leaves the school, their information is passed to their new school and the student's social worker is informed.
- Where children leave the school, the Child Protection file is copied for any new school as soon as possible but transferred separately from the main student file.
- Effective links with relevant statutory and voluntary agencies, including the LSCB, are developed and maintained.
- The Safeguarding Policy is regularly reviewed and updated annually.
- A record of staff attendance at child protection training is kept.
- The Safeguarding Policy is available publicly on the school's website.
- Parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- Training is in place which ensures that all staff, including the Head, receive information about the school's safeguarding arrangements on induction and appropriate safeguarding training, which is regularly updated.
- All temporary staff and volunteers are made aware of the school's arrangements for safeguarding.

All **Staff** Must:

- Remember that the welfare of the child is paramount.
- Attend annual safeguarding updates.
- Follow practices and procedures identified in this policy.
- Report all concerns to the DSL and be aware that they do not need 'absolute proof' that the child is at risk.
- Discuss their concerns only with the DSL – not other colleagues, unless they have been directed to do so by the DSL.
- Recognise that it is not their responsibility to investigate or decide whether a child has been abused.
- Follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:
  - o The situation is an emergency and the DSLs, the Head and designated Governor are all unavailable.
  - o They are convinced that a direct report is the only way to ensure the student's safety.
  - o For any other reason they make a judgement that direct referral is in the best interests of the child

Practices and Procedures

Helping Children to Keep Themselves Safe:

- Children are taught to understand and manage risk through our Personal, Social and Health Education (PSHE) lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and, with staff, work out how those risks might be overcome.
- Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures.
- The school continually promotes an ethos of respect for children, and students are encouraged to speak to a member of staff in confidence about any worries they may have.

- The school has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance in Keeping Learners Safe.

Photography and Images:
To protect students we will:
- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications).
- Seek parental consent.
- Use only the student's first name with an image.
- Ensure students are appropriately dressed.
- Encourage students to tell us if they are worried about any photographs that are taken of them.
- Not store any images of children on personal devices; any images will be transferred as soon as reasonably possible onto the school storage system, and the personal copy removed.

E-Safety:
- The school's E-Safety Policy explains how we try to keep students safe in school.
- Cyberbullying and sexting by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.
- Appropriate usage of mobile phones in school is identified in the school's Mobile Phone Policy.
- Staff, parents and students receive advice regarding the use of social networking and electronic communication with students.

Use of Physical Intervention:
- With reference to the Staff Code of Conduct (sections 28 - 33) the use of physical intervention should be avoided if at all possible, however in situations where a pupil is in danger of putting themselves at risk, a member of staff may use such force or physical contact as is reasonable and proportionate.
- Any form of physical contact should be in response to the pupil's needs, of limited duration and appropriate. Physical contact can be easily misinterpreted and should be limited, with staff using professional judgement. Further guidance can be found in the Staff Code of Conduct.
- Children requiring 'time out' for any reason are treated according to the guidelines set out in the behaviour policy and in the Welsh Assembly Government Circular 097/2013 ('Use of quiet rooms and areas')

Particularly Vulnerable Groups:
Children with Special Educational Needs and Disabilities (SEND):
- These pupils may have heightened barriers to communication, and despite perhaps being disproportionally impacted by events, may not display outward signs of distress
- It is also possible that indicators of possible abuse may simply be put down to their disability without further investigation
- These pupils therefore can face additional safeguarding challenges.

Early Years Foundation Setting (EYFS)
- There is a designated DSL for EYFS, Mrs Sue Hotchkiss.
- Safeguarding training for EYFS staff includes guidance on signs of possible abuse and neglect, and on how to respond appropriately to inappropriate behaviour

- In accordance with the Acceptable Use policy, images of pupils must not be stored on personal devices, but transferred as soon as reasonably possible onto the school storage system, and the personal copy removed.

Looked After Children (LAC):
- The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements.
- The relevant DSL must have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Private Fostering:
- If a member of staff becomes aware that a pupil may be in a private fostering arrangement, they should raise it with the relevant DSL.
- The School will notify the local authority of the circumstances.

Responding to a Safeguarding Issue

Types of Abuse:

The school recognises the main categories of abuse as identified in *Keeping Children Safe in Education*:

Physical abuse:
- Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.
- It is not accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, and slapped or having objects thrown at them.
- Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII).

Emotional abuse:
- Emotional abuse is the ongoing emotional maltreatment or emotional neglect of a child. It is a form of bullying and can seriously damage a child's emotional health and development.
- Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them.
- Children who are emotionally abused can be suffering another type of abuse at the same time.

Sexual Abuse:
- A child is sexually abused when they are forced or persuaded to take part in sexual activities
- This doesn't have to be physical contact and it can happen online, for example involving children looking at (or the production of) sexual images, or grooming a child via the internet in readiness for abuse.
- Sometimes the child won't understand that what's happening to them is abuse. They may not even understand that it's wrong, and they may behave in sexually inappropriate ways.

Neglect:
- Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse.
- A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care.
- A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents.

Specific Safeguarding Issues:

Bullying (including cyberbullying):
- All incidences of bullying, including cyber-bullying and prejudice-based bullying, should be reported and will be managed through our tackling-bullying procedures (see 'anti-bullying policy').

Online Abuse:
- Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.
- Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online).
- Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

Sexting:
- Even if material is sent without malicious intent, the consequences can be serious.
- Having or sending explicit material on digital devices is a criminal offence even for those under 18.

Female Genital Mutilation:
- Forms of 'honour-based' violence including Female Genital Mutilation (FGM) are child abuse.
- A girl or woman who has had FGM may:
    - have difficulty walking, sitting or standing
    - spend longer than normal in the bathroom or toilet
    - have unusual behaviour after an absence from school or college
    - be particularly reluctant to undergo normal medical examinations
    - ask for help, but may not be explicit about the problem due to embarrassment or fear.
- If a member of staff discovers that an act of FGM has been carried out on a girl under 18 then then they must report it to the police. For further details, please refer to guidance

Extremism and Radicalism:

- Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities. Those buying into an extremist ideology can have a strong fear or mistrust of others who they feel are 'different' from them which in extreme circumstances can lead to hatred of the other.
- Vulnerable pupils can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet, for example, using websites, on-line forums etc.
- Information on the Internet can be accessed and shared easily through a range of devices. It is very difficult for parents to be aware of what a young person may be accessing on-line and the ease with which information can be 'shared' with large numbers of people. For further information, consult the Home Office Guidelines '*How social media is used to encourage travel to Syria and Iraq – Briefing note for schools*'

Missing Children:

- A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.
- The DSLs and Pastoral Support Team will monitor unauthorised absence, particularly where children go missing on repeated occasions.

Indicators of Abuse

- Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised.

- The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

- For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL.

- A child who is being physically and/or emotionally abused or neglected may:
    - Have bruises, bleeding, burns, fractures or other injuries
    - Show signs of pain or discomfort
    - Keep arms and legs covered, even in warm weather
    - Be concerned about changing for PE or swimming
    - Look unkempt and uncared for
    - Change their eating habits
    - Have difficulty in making or sustaining friendships
    - Appear fearful
    - Be reckless with regard to their own or other's safety
    - Self-harm
    - Frequently miss school or arrive late
    - Show signs of not wanting to go home
    - Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
    - Challenge authority
    - Become disinterested in their school work

- o Be constantly tired or preoccupied
- o Be wary of physical contact
- o Be involved in, or particularly knowledgeable about drugs or alcohol
- o Display sexual knowledge or behaviour beyond that normally expected for their age.

- Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

Key Points for Staff to Remember for Taking Action are:

- In an emergency take the action necessary to help the child, for example, call 999.
- Report your concern to the DSL as soon as possible, and at the latest by the end of the school day.
- **Do not** start your own investigation.
- Share information on a need-to-know basis only. Do not discuss the issue with colleagues, friends or family.
- Write up the disclosure as quickly as possible (see guidance below).
- Seek support for yourself if you are distressed.

If a Student Discloses:
- Remember that it takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

- If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on – staff are not allowed to keep secrets.

- The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

- During their conversations with the students staff must:
  - o Not promise confidentiality
  - o Allow the child to speak freely.
  - o Remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener.
  - o Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'this isn't your fault', 'You are doing the right thing in talking to me'.
  - o Not be afraid of silences – staff must remember how hard this must be for the student.
  - o Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the student's mother thinks about all this.
  - o At an appropriate time tell the student that in order to help them, the member of staff must pass the information on.
  - o Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.

- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong.
- Tell the student what will happen next. The student may agree to go to see the DSL. Otherwise, let them know that someone will come to see them before the end of the day.
- Report verbally to the DSL even if the child has promised to do it by themselves.
- Write up the conversation as soon as possible and hand it to the designated person.
- Ensure that the write up includes the date and time of disclosure, and as far as possible contains exact phrases used by the pupil, without 'translating' their words or making assumptions about what has been said.
- Observe and record any non-verbal behaviour
- Not assume that someone else has taken action.
- Seek support if they themselves feel distressed.

Action taken by the DSL:
- The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.
- If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

Referral to Children's Social Care:
- The DSL will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm.
- The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Confidentiality and Sharing Information:
- All staff will understand that safeguarding issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.
- Staff should only discuss concerns with the DSL, Head, or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

- Keeping Children Safe in Education emphasises that any member of staff can contact children's social care if they are concerned about a child (Torfaen Social Care 01495 762200).

- Child protection information will be stored and handled in line with Data Protection Act (1998) principles. Such information is:
  - Processed for limited purposes.
  - Adequate, relevant and not excessive.
  - Accurate.
  - Kept no longer than necessary.
  - Processed in accordance with the data subject's rights.
  - Secure.

Record Keeping:
- All written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.
- Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held.
- Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they must refer the request to the head teacher or DSL.
- The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.
- The school's policy on confidentiality and information-sharing is available to parents and students on request.

Support for those Involved in a Safeguarding Issue:

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will endeavour to support students, their families, and staff in the following ways:

- Taking all suspicions and disclosures seriously.
- Ensuring that the relevant DSL keeps all parties informed and is the central point of contact.
- Where a member of staff is the subject of an allegation, school procedures will be followed.
- Responding sympathetically to any request from students or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of help lines, counselling or other avenues of external support.
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures.
- Cooperating fully with relevant statutory agencies

Safeguarding Complaints:
- Complaints from staff, students and parents are dealt with under the school's complaints and disciplinary and grievance procedures.

Allegations against members of staff:
- The school must follow the procedure for handling allegations as set out in Part 4 of '*Keeping Children Safe in Education (2016)*. This will enable staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

- All concerns of poor practice or possible child abuse by colleagues (including the DSL or volunteers) should be reported immediately to the Head. The Head should not speak to the member of staff who is the subject of the allegation at this point.
- Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.
- Where the Head is the subject of an allegation or cause for concern, the matter should be reported immediately to the Chair of Governors.
- Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.
- Staff, parents, students and Governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Staff Training:
- All staff are trained to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.
- New staff and Governors will receive an explanation during their induction which includes the school's Safeguarding Policy, reporting and recording arrangements, the staff code of conduct and details for the DSL.
- Other visiting staff will be given a safeguarding induction.

Safer Recruitment
- We do our utmost to employ 'safe' staff by following the statutory guidance published by the Department for Education (DfE), Keeping Children Safe in Education - May 2016 (KCSIE), the Prevent Duty Guidance for England and Wales 2016 (the Prevent Duty Guidance) and any guidance or code of practice published by the Disclosure and Barring Service (DBS).
- We ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.
- Additionally, using the LSCB and the school's procedures, the school will ensure the measures detailed below are followed:

  All applicants will:
  - o Complete an application form which includes their employment history.
  - o Provide two referees, including at least one who can comment on the applicant's suitability to work with children.
  - o Provide evidence of identity and qualifications.
  - o Be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role.
  - o Provide evidence of their right to work in the UK.
  - o Be interviewed and rigorously tested.

- At least one member of each recruitment panel will have attended safer recruitment training.
- All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding Policy and identification of their safeguarding training needs.
- The school obtains written confirmation from supply agencies that agency staff have been appropriately checked.
- The school maintains a single central record of recruitment checks undertaken.

Volunteers:
- Volunteers, including Governors, will undergo checks commensurate with their work in the school and contact with students.

Supervised Volunteers:
- Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors:
- The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

Site Security:
- Visitors to the school must sign in and out at the Main Office Reception and wear a red lanyard and school visitor badge.
- Staff must challenge strangers in the school if they are not wearing appropriate identification
- All adults on the school site are required to wear an ID badge and lanyard at all times.

Extended School and Off-site Arrangements:
- Where extended school activities are provided and managed by the school, our own Safeguarding Policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures.
- When our students attend off-site activities, including day and residential visits and work related activities, we will check that effective safeguarding arrangements are in place.

This policy was last reviewed and updated in September 2019, and will be reviewed again in the event of any significant changes on or by September 2020.

SIGNED:

HEADMASTER: …………………………………………………… DATE: …………………………………….

CHAIR OF GOVERNORS: ………………………………………… DATE: …………………………………..