PARK HALL

A C A D E M Y

Name of Policy	Safeguarding Policy
Lead	Mr Spencer Gregory
Governor Committee	BSII Committee
Governor approved	October 2018 (New Policy, adopted from SMBC Guidance Document, March 2016)
Review Frequency	Annually
Next review	October 2019

- This policy sets out how the governing body of Park Hall Academy and the Arden Multi Academy Trust is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002 or Section 157 in relation to independent education provisions, academies and post-16 providers.

- The safeguarding policy applies to all staff (teaching and non teaching), governors, volunteers, temporary and supply staff working in the education provision.

- This policy will be reviewed annually by the governing body and is in line with the requirements of Working Together to Safeguard Children (DfE, July 2018), Keeping Children Safe In Education (DfE, September 2018), Inspecting safeguarding in early years, educations and skills settings Ofsted document (August 2016).

- This policy is made available to parents via the school website

Safeguarding Policy ratified by governing body for Park Hall Academy on 2 October 2018

Governors' Committee Responsible: Behaviour, Safety, Inclusion and Intervention

Governor Lead: Mrs Wendy Jarema

Nominated lead member of staff: Mr Spencer Gregory

Status and Review Cycle   Statutory   Annual

Next review date: October 2019

Chair of Governors   Safeguarding Governor
(Wendy Jarema)   (Jan Hiorns)

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this education provision. (For some special education provisions this age range goes beyond 18). All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

Policy Statement:

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Children have a right to feel safe and secure and cannot learn effectively unless they do so.

The welfare of our pupils is our paramount concern. Our school is a community and we all (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. This includes maintaining an attitude of "it could happen here" where safeguarding is concerned.

We make every effort to provide a safe and welcoming environment, underpinned by a culture of openness where both children and adults feel secure, able to talk and believe they are being listened to.

Aims:

To identify key roles and responsibilities for all staff in relation to safeguarding, and emphasise the need for good levels of communication between all members of staff.(including child protection lead, behaviour lead, attendance lead and special educational needs co-ordinator)

To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities and clear expectations on how this should be adhered to. This demonstrates our commitment to safeguarding; ensuring consistency in practice across the school and links with other relevant policies to safeguard the general welfare of children; (including managing allegations and safer recruitment). This includes appropriate work around safeguarding in the curriculum.

To raise awareness of how we expect all staff and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children and young people.

To ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the education provision prospectus. This policy is made available to parents on request and published on the Park Hall Academy website

Leadership and Management of Safeguarding

Governing Body

The Governing body is responsible for:
- Ensuring there is a nominated safeguarding governor
- Liaising with the Headteacher/designated staff over safeguarding matters. This is a strategic role rather than operational – governors will not be involved in concerns about individual pupils.
- Supporting the Headteacher and staff (such as the DSL) in their role by ensuring the allocation of funding and resource is sufficient to meet the current safeguarding activity.
- Ensuring school leaders report to the governing body at least annually. This should also reflect the local authority annual review of safeguarding.
- Ensure the education provision fully engages with the local authority in their annual review of safeguarding procedures, providing relevant information in a timely manner. The chair of governors should sign to confirm accuracy of the education provisions arrangements, and ensure any concerns are remedied without delay.
- Ensure the governing body receive safeguarding training, and the safeguarding governor attends appropriate training in order to guide governors on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the education provision's safeguarding arrangements.
- Ensuring the school has effective safeguarding policies and procedures in place, including a child protection policy and a staff behaviour policy.
- Ensuring that training is undertaken at the required frequency by all staff and governors.
- Ensuring the school has a broad and balanced curriculum that incorporates safeguarding
- Ensuring the school complies with relevant legislation and local guidance around safeguarding.
- Ensuring that there are clear lines of accountability within the school's leadership for safeguarding
- There is a nominated governor (ideally the Chair), who will act as case manager for dealing with allegations of abuse against the Headteacher, the principal or proprietor or member of the governing body of an independent school. In the event of allegations of abuse being made against the Headteacher and/or where the Headteacher is the sole proprietor of an independent school, allegations should be reported to the local authority designated officer (LADO) within one day (see managing allegations policy).
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

A Governing body checklist is provided in Appendix 2.

Specific Safeguarding Roles in School

The nominated safeguarding governor is: Jan Hirons. She is responsible for safeguarding and to champion good practice; to liaise with the head teacher and to provide information and reports to the governing body.

The lead Designated Safeguarding Lead for Child Protection is Spencer Gregory and is a member of the Senior Leadership Team.

The Exectuvie Headteacher Damian Burgess leads on safer recruitment work. (In the event of the recruitment of a Headteacher, governors will lead the recruitment.)

The Educational Advice and Support to Educational Establishments (**EASEE)** lead is: Spencer Gregory

The **case manager for dealing with allegations of abuse made against school staff members** is the head teacher, and should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The **case manager for dealing with allegations against the Headteacher** is Wendy Jarema the chair of governors, who should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The **designated teacher for Looked After Children** is Amy Flower and will liaise with the DSL as appropriate.

The **Personal, Social and Health Education** lead is ____Charlotte Bartlett_____.

The medicines in school lead is _____Nick Halligan.

The **First Aid** lead is ____Nick Halligan_____

The **School Nurse** (or contact) is ___Charlotte_Cooper_____

The E-safety lead is ____Spencer Gregory_____.

The Preventing radicalisation lead is ___Spencer Gregory_____.

The Behaviour and anti-bullying lead is ____Spencer Gregory_____.

The **Health and Safety** lead is _____Simon Woodfield___

The **Environmental Health** (particularly food hygiene) lead is

_____

The **Educational Visits** lead is _____Spencer Gregory____

The **Attendance** lead is _____Spencer Gregory_____

The **Whistleblowing** lead is _____Daniel Price__

Our **local police community support officer** (PCSO) is ___PC Terri Doscenza_ and can be contacted on __07799334456_____

In the event of an emergency, please dial 999 immediately.

Responsibility and Accountability

The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day practice.

All staff members, governors, volunteers and external providers: are:

- Are subject to Safer Recruitment processes and checks in relation to their role in the education provision.

- Are expected to behave in accordance with the code of conduct and act on any breach of the code of conduct or any concern about a member of staff or volunteer.
- Should know how to recognise, respond and take appropriate and timely action to a safeguarding concern.

The *Teacher Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff:

- have a responsibility to provide a safe environment in which children can learn.

- All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

- All staff then have a responsibility to take appropriate action, working with other services as needed.

Staff Induction, Training and Development

All staff, including new members of staff and volunteers are given appropriate safeguarding training and induction that includes basic child protection training and health and safety training, familiarisation with the suite of safeguarding policies including the child protection policy, staff code of conduct, chapter one of keeping Children Safe In Education (DfE September 2018). This training and induction is proportionate to their role and responsibilities. A sample training record is provided in Appendix 3.

Safeguarding in the School Curriculum

As a school we will educate and encourage pupils to keep safe through the provision of a **broad and balanced curriculum which includes a safeguarding curriculum.** The curriculum (for example history, English, drama, and RE) and in particular the personal, social and health and economic education (PSHE) strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in pupils, developing preventative strategies to ensure their own protection and that of others whilst promoting fundamental British Values. Opportunities are provided for pupils to develop the knowledge, skills and strategies they need to stay safe from abuse. For example: assessing risk, positive self-esteem, emotional literacy, assertiveness, and understanding of healthy relationships,, sex and relationships education (including consent), e-safety, preventing radicalisation, female genital mutilation, child sexual exploitation and anti-bullying. This should also include broader work around safety including life skills such as hygiene routines and practices, road safety and independent travel. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there are a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

Supporting Staff Working in Difficult Situations

We recognise that staff working in the school who have become involved with a safeguarding issue which they may find stressful and upsetting. By ensuring clear management oversight of work by senior leaders, we will ensure staff appropriate support in relation to their work.

We will further support staff as necessary, by providing an opportunity to talk through their anxieties with their line manager or other appropriate member of staff, and to seek further support as appropriate. This could include:

- Work related stress risk assessment undertaken by the line manager. The Solihull MBC health and safety team can support in the creation of a work related stress risk assessment.

- Access to the Employee Assistance Programme - CIC 0800 085 1376, assist@cic-eap.co.uk, well-online.co.uk - username: sbclogin Password: wellbeing

- Referral to Occupational Health for one-to-one counselling

In the event of a violent incident the violence and aggression at work policy **http://intranet/Coredocs/Healthandsafety/PoliciesGuidance.aspx** and risk assessment should be followed.

Suite of Safeguarding Policies and Procedures

Legal Clarification

Where the education provider requires legal advice, the Solihull MBC duty legal team can be contacted on: 0121 704 6061. There may be a charge for this service.

Equality and Diversity

Our equality and diversity policy emphasises our inclusive approach and sets clear expectations around equality and diversity. The policy clarifies procedures for dealing with any incidents of racism.

Behaviour and Anti-Bullying

Our behaviour and anti-bullying policies provide clear guidance to staff, pupils and parents on rewarding positive behaviour and the use of sanctions for inappropriate behaviour.

http://www.solgrid.org.uk/wellbeing/emotional-wellbeing-and-mental-health/

Child Protection

Our separate child protection policy sets out the education provision's approach to dealing with any child protection concerns. It includes specific safeguarding issues including children missing from education (which includes attendance), child sexual exploitation, female genital mutilation, preventing radicalisation, domestic abuse, substance misuse (drugs and alcohol) and extremism and gangs and youth violence (including knife crime)

http://www.solgrid.org.uk/safeguarding

Relationships and Sex Education

Our Relationships and Sex Education policy outlines the school approach to teaching sex and relationships education across the school and meeting the statutory responsibilities in this area.

http://www.solgrid.org.uk/wellbeing/pshe/relationships-and-sex-education/

Looked After Children

The designated teacher for looked after children is responsible for ensuring a personal education plan (PEP) is in place for each looked after child in the school, and liaising with the home local authority virtual school for looked after children to ensure the highest expectations around educational attainment. This includes ensuring that the pupil premium for looked after children is appropriately allocated to meeting the aspirational objectives in the PEP. The designated teacher must work in partnership with the designated safeguarding lead and the social work team of the home local authority around any safeguarding concerns and placement stability issues.

Attendance Policy

We ensure all pupils attend school regularly and act swiftly to address any non-attendance and persistent absence in line with our attendance policy.

(**https://extranet.solgrid.org.uk/schoolissues/BehaviourAttendance/Shared%20Documents/Forms/AllItems.aspx**)

Safer Recruitment and Safer Working Practice

Education providers have a responsibility to ensure staff are safely recruited and appropriately vetted in line with their roles and responsibilities. The safer recruitment policy outlines our approach. **HR Safer recruitment policy for schools still to be agreed with Trade Unions.** We maintain a single central record which is reviewed by the safeguarding governor regularly. The single central record includes:

- Identity check
- Right to work in the UK check
- Disclosure and barring service check
- Barred list check
- Prohibition form teaching check
- Prohibition from management check (for independent schools and academies)
- Overseas check
- Disqualification from childcare check request (where required)
- Uptake of two references

We ensure visitors to the site are appropriately checked in relation to the purpose of their visit. This includes:

- The level of supervision required while on site
- The level of vetting in relation to the purpose of the visit

We also have a responsibility to ensure safe working practice in our provision. All staff are familiar with the code of conduct, the managing allegations policy and the whistleblowing policy.

The NSPCC Whistleblowing Helpline has been developed to provide support to employees wishing to raise concerns over how child protection issues are being handled in their own or other organisations. The NSPCC Whistleblowing Advice Line can be reached on 0800 028 0285. The Home Office and Department for Education commissioned the NSPCC to manage the advice line after a firm commitment to do so was made by the Government in its Tackling CSE report in March 2015. The advice line is not intended to replace any current practices or responsibilities of organisations working with children. The helpline advisors would encourage professionals to raise any concerns about a child to their own employer in the first instance. However, the advice line offers an alternative route if whistleblowing internally is difficult or professionals have concerns around how matters are being handled.

We ensure parents are clear about how to raise a concern about a member of staff, volunteer or a pupil (eg details on school website, letters to parents, parent induction meetings).

Where other providers operate on the school site, through lettings on contracted arrangements, the school should ensure that robust safeguarding procedures are in place. A separate lettings agreement checklist is provided in Appendix 2.

Domestic Abuse Workplace Policy

Our domestic abuse workplace policy provides guidance for staff on how to act if they are concerned about domestic abuse.

E-Safety and Social Media Policy

We provide clear and consistent guidance to staff, volunteers and visitors around the use of personal and school technologies, and ensure that staff adhere to such requirements at all time (eg: when taking school iPad of site for moderation training, or working at home). (Education provider to specify their procedures, see also social media policy)

We ensure that staff and volunteers
  • are aware of the risks associate with the use of technology
  • know how to raise a concern about another staff member / volunteer
  • fully understand the requirements about using mobile phones (personal or school)

  • staff adhere to such requirements at all times (eg. when taking school iPad off site for moderation training, working at home)

We ensure that pupils are provided with clear guidance around the use of mobile devices on site (school to specify). Pupils know how to raise a concern around another pupil or an adult – particularly in relation to mobile technologies. This includes an effective PSHE curriculum where example scenarios allow them to explore how to deal with situations and the appropriate course of action.

(Relevant local authority policy and procedural guidance:
  • revised Solihull MBC Model Child Protection Policy (mobile phone / camera statement highlighted)
  • Solihull MBC E-safety Policy Guidance (resources available at **http://www.solgrid.org.uk/wellbeing/e-safety/toolkit/**),
    - Developing an e-safety policy - guidance and templates
    - Acceptable use policy for younger pupils (ESTPupilAUPV01a)
    - Acceptable use policy for older students (ESTStudentAUPV01a)
    - Information about acceptable use policies for parents and carers (ESTParentCarerV01a)
    - Acceptable use policy for school staff and volunteers (ESTStaffVolunteerAUPV01a)
    - Acceptable use policy for community use (ESTCommunityAUPV01a)

The education provision has a separate e-safety policy and social media policy.
http://www.solgrid.org.uk/wellbeing/e-safety/

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.

The school has a responsibility to educate pupils and teach them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. Parents will be included as much as possible in this process so that they can ensure that any access the pupils have to computers and the internet at home is safe.

Appropriate photographs are taken of children to capture a curriculum activity or a celebration of school life using school equipment but permission will besought from parents beforehand. Staff will not use their personal mobile phone, camera (still or moving images), I Pad or other devices to take, edit or store images of pupils from this school. An exception to this practice will be that **named staff may be authorised by the Executive / Associate Head Teacher** to bring their own camera into school without a memory card, any images taken for school business will be recorded onto a school memory card. All images will only be stored, edited or archived onto school equipment.

Staff will not communicate with pupils through private email accounts, social networking sites, on educational matters, but will use official email and networking sites sanctioned by the school. Staff will be circumspect in their use of social networking sites and will not discuss school business or school issues on their personal social networking site. The school believes it is far safer for staff not to accept either school children or ex-pupils as 'friends'. Great care will be taken if staff make an exception to this guidance and will account to the Headteacher for their decision, eg young person is also a family member.

Physical intervention**:**

We recognise that it is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument / piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place.

Section 93 of the Education and Inspections Act 2006 enables education provision staff to use 'reasonable force' to prevent a pupil from :

   a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil) ;
   b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or

c. Prejudicing the maintenance of good order and discipline at the education provision or among any pupils receiving education at the education provision, whether during the teaching session or otherwise.

The general guidance on [The Use of Force to Control or Restrain Pupils (2010)](#) continues to be supplemented by two specialist guidance documents, namely:

- *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders* (Circ LEA/0242/2002); and

- *Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties* (Circ LEA/0264/2003).

- The circular entitled *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or Autism Spectrum Disorders* applies to all special education provision settings.

- Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the governing body / trust board / management board / proprietor (delete as appropriate) to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

Alternative Provision

Where we contract with an alternative provider to provide part of or all of a pupil's education, we ensure:
- The provision is a registered, (providers must be registered if five or more full time pupils are on roll, or one special education needs pupil.
- Clarity on the contract arrangements (eg: through a service level agreement)
- Pupils attend the provision and have clear arrangements for reporting non-attendance
- Clear plans around behaviour, recording and reporting inappropriate or declining behaviour.
- Requirement to report of pupil achievement
- Appropriate health and safety and safeguarding arrangements are in place

Site and Premises Security and Site Safety including fire risk assessment, fire drills, and first aid

Our health and safety policy outlines our procedures in ensuring the site and premises are safe and secure.
https://extranet.solgrid.org.uk/management/hsr/SitePages/Policies.aspx

This includes our risk assessment procedures, including:
- the safety of staff, pupils and visitors to the school site,
- fencing and boundary security
- procedures around the security of external doors (such as the external kitchen door) and access to the site
- storage of hazardous substances

We ensure and annual fire risk assessment takes place and any actions are swiftly addressed. Regular fire evacuation drills take place and logged on the fire evacuation log. Any actions identified through fire evacuation drills are addressed.

We will undertake to ensure compliance with the relevant legislation with regard to the provision of first aid for pupils, staff and visitors and will make sure that procedures are in place to meet that responsibility.

Driving at Work

Our driving at work policy provides staff with clear guidance on driving at work.

Educational Visits

Our educational visits policy provides staff with guidance on planning educational visits and undertaking risk assessments.
https://extranet.solgrid.org.uk/management/hsr/SitePages/Educational%20Visits.aspx

Emergency Advice and Support for Educational Establishments (EASEE)

Incidents and emergencies can occur at any time. Our education settings and young people are not immune from such incidents and often the impact of an incident can have far reaching effects in the wider community. For this reason we have utilised the 'Emergency Advice and Support for Educational Establishments' (EASEE) guidance and produced: school Emergency and Business Continuity Plan templates and used EASEE guidance material to plan for a range of critical incidents.

(EASEE guidance is available from the CSW Resilience Team Sub-Regional website. Please follow this link:

http://cswprepared.org.uk/emergency-advice-and-support-for-educational-establishments)

This includes emergency school lockdown procedure guidance and bomb and suspicious package information.

Procedures for uncollected children

In the event of a child not being collected at the end of the school day, every effort should be made by the school to contact the parents and emergency contacts. If contact with parents and emergency contacts cannot be established, and the child remains uncollected, the police should be contacted.

If non-collection or late collection is a regular occurrence, early help should be offered by the school in the first instance through a formal meeting with parents. If the situation does not improve, engagement with the early help service or a referral to Solihull multi-agency safeguarding hub (MASH) might be considered if a wider picture of neglect is emerging. The child protection policy should be followed in such an event.

Complaints

Our procedures for dealing with complaints are clearly set out in our complaints policy and are available to parents via the school website. In the first instance we work to resolve any misunderstanding or concern.

http://www.solgrid.org.uk/safeguarding

The local authority can provide an additional stage to review how schools have followed their own procedures in accordance with their provisions. Further advice can be sought through Steve Sparkes, head of audit services on 0121 704 6282. This service is chargeable.

Guidance on dealing with persistent and unreasonable complainants is available at

http://www.solgrid.org.uk/safeguarding

Medicines in School/Supporting Pupils with Medical Conditions

This school is an inclusive community that welcomes and supports pupils with medical conditions. We provide all pupils with any medical condition the same opportunities as others at school.

All staff understand the medical conditions that affect pupils at this school. Staff receive training on the impact medical conditions can have on pupils. Further information can be found in our Medicines in School Policy.

http://www.solihull.gov.uk/Portals/0/ChildrenAndYoung/Medicines_in_School_2 015.pdf

5.0 Evaluating and Monitoring Process

Our Safeguarding Policy will be monitored and evaluated by:

- Line management and task management of staff

- Audits of safeguarding records
- Discussions with staff involved in safeguarding work
- Pupil surveys, questionnaires and evidence of the pupil voice in safeguarding work
- Scrutiny of data sets
- Scrutiny of range of risk assessments and information (including attendance, bullying logs, behaviour records, health and safety risk assessments, fire risk assessment, educational visit risk assessment, safer recruitment information, to ensure a co-ordinated approach)
- Review of parental concerns and parent questionnaires

Success Criteria:

1. Staff, when questioned feel confident that they know what to do, or who to contact, when they have safeguarding concerns.

2. Scrutiny of safeguarding records confirms that safeguarding procedures set out in this policy are being consistently followed.

3. Staff, when questioned believe that safeguarding procedures set out in the policy are being consistently followed throughout the education provision.

4. Content of the policy remains up to date with reference to relevant legislation and local guidance.

Appendix 1: Governors' Safeguarding Responsibilities Checklist

KCSIE Governing Body / Proprietor responsibilities from KCSIE (September 2016)

Statement	Evidence
Inter-agency Working	
Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.	
Government bodies and proprietors should ensure that the school or college contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes: • providing a co-ordinated offer of early help when additional needs of children are identified • contributing to inter-agency plans to provide additional support to children subject to child protection plans. • allowing access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.	
Governing bodies and proprietors of all schools and colleges should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).	
Safeguarding Policies	
Governing bodies and proprietors should ensure there is an effective child protection policy in place together with a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include- staff/pupil relationships and communications including the use of social media. Both should be provided to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly either via the school or college website or by other means.	

Statement	Evidence
Governing bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future	
Headteachers and principals should ensure that the policies and procedures adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.	
The Designated Safeguarding lead	
Governing bodies and proprietors should appoint a member of staff of the school's or college's leadership team to the role of designated safeguarding lead. This should be explicit in the role-holder's job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children	
The designated safeguarding lead should liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2018*. There should always be cover for this role.	
The designated safeguarding lead should undergo updated child protection training every two years. The headteacher and all staff members should undergo child protection training which is updated regularly, in line with advice from the LSCB.	
Opportunities to Teach Safeguarding	
Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE).	
Inspection	
The assessment of the quality of leadership and management made during an Ofsted inspection includes an assessment of the effectiveness of the safeguarding arrangements in place in the school or college to ensure that there is safe recruitment	

Statement	Evidence
and that all children are safe. The Ofsted handbook provides further information on what inspectors must do and what school and colleges can expect, and provides guidance for inspectors on making their judgements. Ofsted have also produced a handbook on the inspection of further education and skills. There is also best practice material available. Inspections of independent schools will check that the Independent School Standards which concerns the welfare, health and safety of children, are met. Individual inspectorates have published frameworks which inform how they inspect independent schools.	
Safer Recruitment	
In line with part three of this guidance, governing bodies and proprietors should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. The school or college should have written recruitment and selection policies and procedures in place. The School Staffing Regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training.	
Allegations of Abuse Made Against Teachers and Other Staff	
Governing bodies and proprietors should ensure there are procedures in place to handle allegations against members of staff and volunteers. Such allegations should be referred to the designated officer(s) at the local authority. There must also be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence**.	
Allegations of Abuse Made Against Other Children	
Governing bodies and proprietors should also ensure that there are procedures in place to handle allegations against other children.	
The Child's Wishes	
Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining	

Statement	Evidence
what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Governing bodies and proprietors should ensure that staff members do not agree confidentiality and always act in the interests of the child.	
Boarding Schools, Children's Home and Host Families	
Schools and colleges that offer residential accommodation should be particularly alert to children's safeguarding. Such schools and colleges should also be alert to pupil relationships and the potential for peer abuse particularly in schools and colleges with a significant gender imbalance.	
Looked After Children	
Governing bodies of maintained schools and proprietors of academy schools must appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.	
Governing bodies of maintained schools and proprietors of academies should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. They should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.	

Appendix 2: Lettings Checklist for Providers using the School Site

Name of School Providing the Letting: _____

Name of provision letting (name and signature):
_____

Agency/Sector (eg: education, early years, childcare, over 8 years play work, health): _____

Owner of Provision (name and signature):
_____

Manager of Provision (name and signature):
_____

**Confirmation of Safeguarding Arrangements for
Letting Agreements**

Designated Member of Staff for Child Protection	YES	NO
Name of Designated Member of Staff		
Designated member of staff has attended the Solihull Level 2 Local Safeguarding Board training for designated members of staff for child protection	YES If yes, date attended:	NO
All staff, volunteers, committee members and students have been trained in Level 1 child protection and it is refreshed on a three year basis.	YES If yes, date attended:	NO
Have all staff read Chapter 1 of Keeping Children Safe in Education (2018)	YES	NO
Does the setting have clear procedures for vetting visitors and a visitor record book for signing in and out?	YES	NO
Does the setting have a child protection policy and procedures in place (including a clearly mapped referral process and clear escalation process) which has been shared and read by all staff?	YES	NO
Are there procedures in place to ensure new staff / volunteers / committee members • Are inducted to the child protection policy and procedures by the Designated Member of staff for child protection? • Receive child protection awareness training within 12 weeks of appointment?	YES	NO
Are staff and leaders clear on how to act in the event of specific safeguarding concerns (page 11 Keeping Children Safe in education 2018), particularly how to act	YES	NO

to safeguard pupils who are at risk of or experiencing child sexual exploitation (CSE), missing children, female genital mutilation (FGM) and radicalisation or violent extremism?		
Does the provision have an up to date safer recruitment policy and procedures which are applied to every appointment?	YES	NO
Has the chair of each recruitment panel attended safer recruitment training in line with Solihull LSCB requirements?		
Does the setting maintain a single central record for all staff, the manager and the owner, which confirms that they are suitable to work with children – including a relevant qualifications check and children's workforce DBS check?	YES	NO
Have relevant staff been asked the question around childcare disqualification and have leaders taken appropriate action?	YES	NO
Does the provision have a managing allegations policy and procedures in place which are understood by all including dealing with allegations against the manager/owner?	YES	NO
Have leaders who manage allegations against staff read chapter 4 of keeping children safe in education (2018)	YES	NO
Have leaders involved in managing allegations attended LSCB managing allegations training?	YES	NO
Does the provision have a whistleblowing policy and procedures in place which is clearly understood by all?	YES	NO
Does the provision have a health and safety policy and clear risk assessments in place?	YES	NO
Have all staff attended health and safety awareness training?	YES	NO
Does the provision have clear fire evacuation procedures and regular fire drill practice?	YES	NO
Is the provision registered with Solihull environmental health? Do staff receive appropriate environmental health training (eg: food handling)?		
Does the provision have clear confidentiality procedures in place including secure storage of confidential information?	YES	NO
Does the provision have an e-safety policy and protocols to ensure the safety of children and young people?		
Has your club/organisation achieved Clubmark status?	YES If yes, when?	NO
If no, is your club/organisation working towards Clubmark?	YES	NO
Is your club/organisation affiliated to a governing body?	YES If yes, please state which governing body	NO
Does your club/organisation access any local forums?	YES Please state	NO

Appendix 3: Example of staff child protection induction and training record

Staff and volunteers Names	Role – (eg: Headteacher, Teacher, Teaching Assistant, CAFSW, Learning Mentor, Lunchtime Supervisor, Cleaner, Governor, Volunteer	Read and understood Keeping Children Safe in Education 2016 Chapter 1	Read and understood Child Protection Policy	Child Protection Awareness Training	Designated Safeguarding Lead LSCB Training	Designated Safeguarding Lead Conference	Managing Allegations	Safer Recruitment	Preventing Radicalisation Train the Trainer	Preventing Radicalisation WRAP 3,	CSE Awareness	CSE LSCB Training / Conference	FGM Awareness	Children Missing from Education Awareness	Drugs and Alcohol, including Parental Substance Misuse	Domestic Abuse Train the Trainer	Domestic Abuse Awareness

Staff and volunteers Names	Role – (eg: Headteacher, Teacher, Teaching Assistant, CAFSW, Learning Mentor, Lunchtime Supervisor, Cleaner, Governor, Volunteer	Health and Safety Awareness	Fire Awareness	Stress at Work Awareness	First Aid Training (Paediatric/first aid at work)	Epipen/Asthma Awareness											