

Child Protection Policy

Low Ash Primary School



Approved by:	The Governing Body	Date 21.10.20
Last reviewed on:	19.10.19	
Next review due by:	Autumn 2021	

NAMED PERSONS AT LOW ASH:

MISS JANINA GRIMSHAW – INCLUSION LEADER (Designated Safeguarding Lead, Prevent Lead, LAC and Post LAC Lead, Mental Health Lead)

MRS BETH MEDHURST – CO-HEADTEACHER (Deputy Designated Safeguarding Lead)

MRS FIONA MEER – CO-HEADTEACHER (Deputy Designated Safeguarding Lead)

MR DANIEL HURST - DEPUTY HEADTEACHER (Deputy Designated Safeguarding Lead)

MRS LOUISE ROBINSON – ASSISTANT HEADTEACHER (Deputy Designated Safeguarding Lead)

NAMED GOVERNORS:

MRS LISA CLARK

LOCAL AUTHORITY CHILD PROTECTION CONTACTS

Education Safeguarding Team - 01274 437043

Duty LADO/LA CP Team - 01274 437500

Early Help Gateway 01274 432121

If you have reason to believe a child is at risk of IMMEDIATE harm contact 999

At Low Ash Primary School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop.

Abuse: 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. (Keeping Children Safe in Education September 2020)

There are different types of abuse (DfE Guidance document 'Keeping Children Safe in Education' September 2020).

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding issues

All staff At Low Ash are made aware of further specific safeguarding issues that can put children at risk of harm.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE):

Both CSE and CCE are a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual or criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. Perpetrators can be individuals, groups, male, female, adults or children. The victim may have been exploited even if the activity appears consensual. Child exploitation does not always involve physical contact; it can also occur through the use of technology.

Exploitation is integral to the **County Lines** offending model, with children and adults exploited to move and/or store drugs and money.

Indicators of child exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work or criminal activity;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child exploitation, it must be remembered that not all children with these indicators will be exploited. Child exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually or criminally exploited;
- Family members or other connections involved in adult sex work or criminal activity;

- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity

Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse, neglect, trauma or adverse childhood experiences, this can have a lasting impact on their mental health, behaviour and education. Whilst staff are not in a position to diagnose, we are placed to observe behaviour in children which may suggest they are experiencing, or at risk of, a mental health problem.

'Honour-based' violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.

- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Children Missing from Education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Preventing Radicalisation:

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead – the school's Prevent Lead.

The Prevent Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Peer on Peer abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including online bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery);
- upskirting; and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Low Ash Primary School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Low Ash Primary we will support the victims of peer on peer abuse through the use of pastoral support within school or, if necessary, referrals to external agencies.

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Children with SEND

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At Low Ash Primary we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- having strong links with previous settings / health visitors
- having regular dialogue between the school's Inclusion Leader, Learning Mentor and class teachers / teaching assistants
- providing additional support at key times of the day
- providing them with a 'safe place' to spend time
- providing bespoke, targeted sessions eg. on topics such as stranger danger

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Low Ash Primary School fully recognises its responsibilities for child protection.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children to help deter, reject or identify people who might pose a risk to children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe and to recognise behaviour that is unacceptable.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop

Child protection is the responsibility of all school staff. Low Ash Primary School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the Low Ash Curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools, and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this document.

The Designated Safeguarding Lead and her Deputies are responsible for safeguarding and child protection at Low Ash Primary School. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;

- raise awareness of safeguarding and child protection amongst the staff and parents;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including those with a social worker, are experiencing, or have experienced, with teachers and leadership staff; and
- ensure that child protection information is transferred to the pupil's new school

Training and support

It is the role of the Governing Body and the school leadership team to ensure that the Named Persons for Child Protection are properly supported to carry out these tasks and that they are given time to fulfil the duties that their role demands.

The school leadership team will ensure that Named Persons for Child Protection attend the required formal training and that they refresh their training annually. In addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The key training elements are:

Induction Training – this is mandatory and should include;

- Keeping Children Safe in Education
- Working Together to Safeguarding Children
- the child protection policy;
- the behaviour policy;
- the staff code of conduct policy
- acceptable use of technology agreement
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). (see KCSiE (2020))

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Although all staff have a right and are empowered to make child protection referrals, it is encouraged that dialogue is held with a designated Named Person, who will then ensure that the child protection procedures are followed within the school, and to make appropriate, timely referrals to Children's Social Care in accordance with the locally agreed procedures

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged

- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

It is the role of the Named Persons for Child Protection to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

The role of the Named Governor for Child Protection is to ensure that the school has an effective policy, locally agreed procedures are in place, and that the policy and structures supporting safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

A statement in the school prospectus will inform parents/carers about our school's duties and responsibilities under child protection procedures. Parents/carers can obtain a copy of the school Child Protection and Safeguarding Policy on request. It is also available for viewing on the school website.

The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes including:

- Ensuring that at least one person on an appointment panel has undertaken safer recruitment training
- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers in accordance with government guidance
- Ensuring an enhanced DBS check with barred list information is undertaken for all staff members engaged in regular work, activity (daily responsibility for care/supervision) or contact with children.

The Named Persons for Child Protection and the Headteachers provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

The Headteachers will also inform the governing body of any child protection information regarding radicalisation on a termly basis. More serious concerns will be brought to the attention of the Chair of Governors immediately.

Ethos

Low Ash Primary School recognises the importance of creating an ethos within school that will help children feel safe and confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

Low Ash Primary School will endeavour to support all pupils through:

- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they don't feel safe, when they are at risk and how to get help when they need it.
- Promoting a positive, supportive and secure environment where pupils can develop a sense of being valued.
- The school behaviour and anti-bullying policy which is aimed at supporting vulnerable pupils in the school.
- The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

- Assessing the risks and issues in the wider community when considering the well-being and safety of our pupils.

Safe Working Practice

Low Ash Primary School has developed a clear code of practice that staff understand and have agreed to through 'Acceptable Use' policies.

Online Safety

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. Pupils do not have access to the internet using their own data plan while at school as phones must be handed in and are stored safely in the school office. (See also online safety policy)

Child Protection Procedures

Low Ash Primary School adheres to child protection procedures that have been agreed locally through the Local Children's Safeguarding Board.

Reporting and Record Keeping

Child Protection records are kept centrally and securely by the Named Persons for Child Protection using an online system called CPOMS. Staff must log details of child protection issues and events as soon as possible. If a member of staff believes a child to be in immediate danger, they must notify a Named Person and log their concerns on CPOMS immediately.

If a member of staff has a concern about a child but does not feel they are in immediate danger, it must be logged on CPOMS and a Named Person informed by the end of the day.

-Low Ash always ensures a DSL or DDSL is on site or contactable via phone. However, if unforeseen circumstances led to the DSL or the DDSLs being unavailable, staff should speak to a member of the SLT and/or take advice from local children's social care (KCSIE (2020)).

Confidentiality

All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse this must be passed on to one of the Named Persons for Child Protection as soon as possible (see below) and the child should be told who their disclosure will be shared with.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know' basis only.

However, as stated in Keeping Children Safe in Education (2020): 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe...This includes allowing practitioners to share information without consent.'

Working with other agencies

Schools are not investigating agencies and it essential that child protection issues are addressed through agreed procedures however schools continue to play a role after referral and need to develop strong links with partner agencies, particularly social care. Low Ash Primary School recognises the importance of multiagency working and will ensure that staff are able to attend all relevant meetings including case conferences, core groups and strategy meetings.

Similarly, we understand that a referral to services to children is not always appropriate as it does not meet the Bradford threshold criteria, and that it is our responsibility to provide 'Early Help' to families/parents and carers who may be struggling or about which we have concerns.

Allegations against members of staff and children

Low Ash Primary School recognises that it is possible for staff, volunteers, supply teachers and other children to behave in a manner that causes harm to children and takes any allegation seriously. The local arrangements for managing allegations are understood and followed. All staff know who to talk to if they are concerned about the behaviour of another. Allegations should be reported to the Headteachers who will contact the relevant officer at Bradford Council. Allegations against the Headteachers should be reported to the Chair of Governors who will contact the relevant officer at Bradford Council.

Similarly, Low Ash has a procedure in place for managing allegations of other pupils. Where there is a concern that a pupil in school may have behaved inappropriately, this should be passed immediately to a Named Person who will discuss the matter with parents/carers and safeguarding officers in social care as appropriate. If a member of staff feels their allegations are not being listened to, they should inform another of the school's Named People and / or the Designated Safeguarding Lead /Head Teacher/Named School Governor for Safeguarding/ Lead Officer for Education Safeguarding at Bradford Council. If all avenues in the school's whistleblowing policy have been followed, then staff should call the NSPCC's whistleblowing advice line on [0800 028 0285](tel:08000280285)

Volunteers

No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained

The use of school premises by other organisations

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

Cross reference to other school policies

Low Ash Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read in conjunction with the policies and/or procedures listed below:

- Whole school Behaviour and Anti-Bullying policy
- Attendance policy
- Health and Safety policy
- Curriculum policy
- Procedures for assessing risk eg. school trips
- Safer Recruitment procedures
- Induction and code of conduct for staff
- Policies that recognise specific vulnerable groups (e.g. Inclusion)

- Acceptable Use of Technology agreement
- E Safety Policy
- Missing child policy
- Whistle Blowing Policy
- NSPCC Whistleblowing policy

Other documents which members of staff must read:

- Keeping Children Safe in Education (2020) [Part One]; and school leaders and staff that work directly with children should also read Annex A
- Working Together to Safeguard Children (2018)
- Guidance for Safer Working Practice (2019)
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- School's Behaviour Policy
- School Policy for Children Missing Education

We also ask that staff are familiar with 'What to Do if You're Worried A Child is Being Abused'

Policy Review

The Governing Body is responsible for ensuring the annual review of this policy and that the list of key contacts on the cover sheet is kept up to date.

Policy reviewed and adopted October 2020 by Full Governing Body

Signed:..... Named Governor for Child Protection

Next Review Date: October 2021