

**CHARLTON HORETHORNE CHURCH OF
ENGLAND PRIMARY SCHOOL**

**CHILD PROTECTION /
SAFEGUARDING CHILDREN
POLICY**

October 2011

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**Child Protection/Safeguarding Policy for Charlton Horethorne
Primary School
(including practice guidance)**

INTRODUCTION

The aim of this policy is to safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open caring and supportive climate. The pupil's welfare is of paramount importance.

Charlton Horethorne School fully recognises the responsibility it has under the Education Act 2002 and the contribution it can make to protect children and support pupils in school.

All staff involved with children (teaching and non-teaching) have a responsibility to be mindful of issues related to children's safety and welfare and a duty to report and refer any concerns.

This policy sets out how the school's governing body discharges its statutory duties in promoting the welfare of children who are pupils at the school.

There are three main elements to our Child Protection / Safeguarding Policy.

- 1. Prevention** through the teaching and pastoral support offered to the pupils within the whole school protective ethos.
- 2. Protection** by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.
- 3. Support** to pupils who may have been abused.

This policy applies to all staff working in the school, including governors. Concerned parents may also contact the school or one of the governors.

SCHOOL COMMITMENT

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering from, abuse.

Charlton Horethorne School will therefore:

Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.

Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty.

Include in the curriculum, activities and opportunities for PHSE/Citizenship, which equip pupils with the skills they need to stay safe from abuse.

Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

FRAMEWORK

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authorities have a particular responsibility towards children and families most at risk of social exclusion, (Working Together to Safeguard Children 2006)

Child Protection is the responsibility of all adults, especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Boards. (LSCB)

THE ROLE OF THE GOVERNING BODY

The Governing Body fully recognises its responsibilities with regard to Child Protection and to safeguarding and promoting the welfare of children.

It will ~

- Designate a governor for child protection who will oversee the school's Child Protection issues.
- Ensure an annual report is made to the Governing Body on child protection matters to include changes affecting Child Protection Policy and Procedures, Child Protection training received, the number of cases/incidents (no names) and child protection in the curriculum. A copy of this completed review should be sent to the local authority (via Governor Services) for monitoring purposes.

Ensure that this Policy is revised and updated annually

ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people with schools and the LA who have specific responsibilities under Child Protection Procedures. The names of those carrying these responsibilities for the current year are listed on the cover sheet of this document.

The designated child protection person at our School is Malcolm Sears. In his absence, Rose Roberts will take the lead. In any event, the Head Teacher will be informed of any suspicions of abuse.

TRAINING AND SUPPORT

Charlton Horethorne School will ensure that the Head Teacher, the senior designated person, their deputy and the governing body attend training relevant to their role.

All staff working in a school setting must have basic awareness training in Safeguarding and Child Protection on an on-going 3 yearly basis. The designated person is responsible for ensuring this; they can deliver this training themselves once they have completed the LSCB Level 2 "Working Together" via the three hour cascade training pack which is available from LSCB (Liz Bidmead). Alternatively, the LSCB can deliver the training to the school at a cost of £500.00 (See LSCB website or SIX for further information.)

PROCEDURES

Where it is believed that a pupil is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the South West Child Protection Procedures (www.swcpp.org.uk) and the LSCB documents which can be found on www.somersetsafeguardingchildrenboard.org.uk and on Six (Somerset Information Exchange)

These procedures make it clear, confirmed in our own school policies, that the welfare of the child is of paramount importance. This takes precedence over sensitivities about relations with parents, the likely reaction of other parents and the community and any wish a child might have for complete confidentiality (which cannot be guaranteed). Members of staff not following the procedures could put themselves and the child concerned at risk. As long as the procedures are adhered to, members of staff will receive the full support of the Governing Body and the Local Authority (LA.)

Relevant staff will be notified of any concerns during morning briefings

Parents will be informed of the school's duties of Child Protection through the school prospectus.

CHILD PROTECTION PROCEDURE CHECKLIST FOR OUR STAFF

If ~

- **A pupil discloses abuse, or**
- **A member of staff suspects a child may have been abused, or**
- **A third party expresses concern**
- **A staff member witnesses an abusive situation involving another staff member.**

The member of staff **MUST: RECORD AND REPORT**

Respond without showing any signs of disquiet, anxiety or shock
Enquire casually about how an injury was sustained or why a child appears upset

Confidentiality must not be promised to children or adults in this situation

Observe carefully the demeanour of behaviour of the child

Record in detail what has been seen and heard

Do not interrogate or enter into detailed investigations: rather, encourage the child to say what he wants until enough information is gained to decide whether or not a referral is appropriate.

Asking Questions – Staff are understandably anxious about what questions they can ask if they are concerned about a child, or if the young person tells them something they are concerned about. Asking open questions is often helpful to the young person and can help you clarify the situation for yourself.

It is important NOT to ask leading questions

It is important to know when to stop asking questions and just listen

It is important not to interrogate

Questions you can ask:

Tell me (Tell me what happened)

Explain (explain what you meant by.....)

Where did this happen/where were you

When did this happen.....

Remember you are only clarifying with the young person if something concerning did happen or could have happened from the information they give you.

Then **REPORT** to the designated person without delay.

Members of staff **MUST NOT**

- Investigate suspected/alleged abuse themselves
- Evaluate the grounds for concern
- Seek or wait for proof
- Discuss the matter with anyone other than the Head Teacher/Senior Staff.

The Children's Social Care Department and CAIT (Children Abuse and Investigation Team - Police) are the only agencies that can investigate allegations of abuse.

PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. The only purpose of confidentiality in this respect is to benefit the child.

No adult must ever guarantee confidentiality to any pupil. Staff should make pupils aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child, for example, where safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

SUPPORTING PUPILS AT RISK

Charlton Horethorne School recognises that children who are abused or who witness violence, may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Charlton Horethorne School will endeavour to support pupils through:

- The curriculum, to encourage self esteem and self motivation
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of school behaviour management policies
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- Regular liaison with other professionals and agencies that support the pupils and their families.
- A commitment to develop productive and supportive relationships with parents and carers.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situation.

We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with emotional and behavioural problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

RECORDS AND MONITORING

Well-kept records are *essential* to good Child Protection Practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Charlton Horethorne School will

Keep clear detailed written records of concerns about pupils.

Ensure all records are kept secure and in a locked location:

Ensure records are passed on to the receiving school if a pupil transfers

Written notes/records of any Child Protection issues regarding individual pupils will be kept in a locked cabinet in the office.

A brief summary of the concerns will be recorded in a bound book, also kept in the office. This will indicate who has been notified, including parents, School Governor. Each incident will have a number allocated at the top of the page.

On individual pupil files, a cause for concern sheet will be entered along with the corresponding incident number from the bound book.

Schools should ensure that Child Protection information has been passed on to Children's Social Care. Schools should retain their record for as long as the child remains in school, or transferred as described above.

Guidance from the Records Management Society is that when a pupil with a child protection record reaches statutory school leaving age (or where the pupil completed 6th form studies), the last school attended should keep the general pupil records and child protection file until the pupil's 25 birthday. It should then be shredded. This timescale allows for any legal proceedings brought in terms of litigation by a pupil in respect of a school 'failing to provide an education'.

THE MULTI AGENCY ASSESSMENT AND REFERRAL FORM

This form should be used where we consider that a child has needs, which cannot be met solely by the school, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the Multi-agency Assessment and Referral form. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at greater risk of harm.

Malcolm Sears will complete this form.

Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral must be made by the Child Protection Designated Person or the Deputy Designated person. This referral will be by telephone to Somerset Direct (0845 345 9122)

PROMPT SHEET FOR CHILD PROTECTION REFERRALS

Most Local Authorities ask schools to fill in some type of referral form. This prompt sheet will help you bring together all necessary information before picking up the phone.

Before the Designated Child Protection person makes a referral through the locally agreed procedures, they will need the following information to hand.

Child's details

- Name, including any middle names and, if the child is known by more than one name; list all names known.
- Date of birth.
- Address and telephone number.
- Health issues that may be relevant.
- Any known disabilities that may affect communication.

Family details

- Names of parents and/or carers.
- Names and ages of any other children in family.
- Ethnicity and cultural background and where appropriate information about the need for interpreters.
- Name of the family's GP

School history

- How long has the child attended your school?
- Attendance record – check if there has been a problem with attendance, look out for any patterns that emerge from attendance records, i.e. some children have been reported to miss every Monday because there have been problems at the weekend.
- Behaviour – how does the child present in school? Check for any repeated patterns of behaviour, or sudden changes of behaviour. Do these relate to a change in circumstances at home?
- Relationship with school: good, non-existent, volatile?

Child protection history

- Have you had previous concerns and have you made previous referrals? It is important to revisit previous concerns to get a wider picture. Child protection services are reliant on other agencies to help them build up a clearer picture of what has been happening. The relationship between each event may be more significant than each individual event.
- If you have referred in the past, what was the outcome? Never let the fact that no action was taken last time affect your way of managing new concerns. If you have a concern, always pass it on.

This referral

It is useful to write down your reason for referral before making your call. Include as much detail as you can.

Physical injury

Where your concern is about physical injury, make sure you note where on the body the injury is and describe shape and size. 'Cause for concern' templates, which include body maps, have been distributed to each school to assist with recording. They are also available on SIX. Be careful to record the factual evidence – i.e. what you can actually see, not your opinion of how the injury may have been sustained.

Sexual abuse

Are your concerns about the child's behaviour? If so give as much detail as possible. State exactly what the child has been doing. Don't just report 'sexualised behaviour', give details. Has the child disclosed? If the child discloses to you or to a member of your staff, record in as much detail as possible what was said, who was there and the child's emotional state throughout the disclosure. Make sure any hastily written notes are signed and **dated** and kept securely. Handwritten notes are useful evidence should the case go to court at a later date.

Emotional abuse

Referrals re emotional abuse usually involve a number of concerns arising from both contact with the child and contact with the parents. Emotional abuse can cause impairment in the child's development, and such children may have very low self-esteem and self-image. Detail the way the child functions at school, with peers and with parents. Emotional abuse is hard to evidence so detail a number of events that have led to your concerns.

Neglect

If you are to refer a child because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause and impairment in the child's development.

Always think through whether the case in question fits more appropriately within a 'child in need' framework than within a child protection framework. (For example, mucky children may simply come from mucky families; clearly the family needs to do something about the child's cleanliness and appearance, and may need some support in this, but it might not be the case that the child is being abused and in need of protection.)

Consent

Think through whether or not in this particular case you should ask the consent of the parent before making a referral. If you feel that asking consent would place the child at risk of significant harm, do not ask parents for their consent. Where you decide not to ask consent, record your reasons for not doing so.

Informing the parent

In most cases it is agreed that it is better to tell the parent that you intend to refer to Children's Social Care or the Police but think it through; if you think telling may put the child at more risk, take advice first. If in doubt, ring Somerset Direct (0845 3459122) and discuss with the Duty Social Worker.

Making the referral

Once the Designated Child Protection Person has all the necessary information in front of them, they will be able to make a child protection referral with confidence, following the South West Child Protection Procedures (www.swcpp.org.uk). Record all your actions and responses from other agencies.

ATTENDANCE AT CHILD PROTECTION CONFERENCES

If pupils become the subject of Child Protection conferences the school will be represented and share information about the child and his family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting. Where the school provides a verbal report, parents/carers will be informed what is to be said prior to the conference.

Occasionally, the school may have information which is confidential and which will be shared in a closed meeting prior to the conference. If this is necessary, the Chair of the conference will discuss the matter with parents/carers beforehand.

When any child becomes the subject of a conference, local procedures require all other children in the family are considered. It may well be that the school will be required to provide information on children with whom there appear to be no direct concerns.

The school will contribute to the process of risk assessment and the decision about the child being in receipt of a child protection plan

SAFE SCHOOLS, SAFE STAFF

When recruiting staff and volunteers, the school must ensure all appropriate checks are made.

The school must keep a careful check on all visitors and guests whether their visit is by invitation or unsolicited.

The school must ensure that there is sufficient staff (male/female balance) to run all activities.

All school staff must be an adult role model for pupils: courteous, friendly and kind. No member of staff should make suggestive or discriminatory or other inappropriate comments.

All school staff should respect pupils at all times regardless of their sex, ethnicity, disability or sexual orientation.

No member of school staff must ever allow or engage in inappropriate verbal or physical contact of any description.

All school staff should be firm and fair with pupils. Favouritism should be avoided, as should singling out troublemakers.

No member of school staff should allow pupils or adults to engage in abusive activities such as initiation rites, ridiculing or bullying.

The school must develop an ethos that allows staff to feel comfortable and caring enough to point out any inappropriate attitudes or behaviour to each other.

The school must encourage children to trust their own feelings about adult behaviour and to assert their right to determine (within sensible limits) the behaviour with which they are comfortable.

All school staff should ensure that when working individually with a pupil, they should be mindful of safe working practices, (e.g. where possible doors are left open), other staff are aware they are working on a one to one basis, and immediate help is available if needed.

All school staff should report disclosures or concerns to the Child Protection Officer.

Staff should never trivialise child abuse issue

No member of school staff should drive a pupil home without permission of the parent/carer and Head Teacher.

No member of staff should ever take a young person to their home. In any one-to-one situation that is not a clear and proper part of your work, you put yourself at risk of false allegations.

SAFEGUARDING AND ICT

Protecting young people in the online world means thinking beyond the school environment. As well as the computer to access the Internet, now many mobile phones and games consoles offer broadband connections. Pupils may be working online in school, at home or in an Internet café. Increasingly students will have access to personal devices not covered by network protection and therefore the emphasis needs to be on educating all users as to the risks involved and their obligation to act responsibly while online.

All school staff should be aware of this policy and understand their personal responsibility with regard to keeping young people safe on line and how to respond to e-safety incidents.

Safeguarding children and young people in both the real and virtual world is everyone's responsibility. It is an extension of general safeguarding and this policy should be read along side the Safeguarding and Child Protection Policy. The Head Teacher, supported by the governing body, will take the lead in embedding the agreed e-safety policies in practice.

The member of the Senior Management team with responsibility for safeguarding and should be the central contact point for all e-safety issues. All pupils should be made aware of the school's acceptable user policy and what to do if they have any Internet safeguarding concerns.

- 99% of children aged 8 – 17 access the internet (Ofcom, 2008)
- Research shows that the Internet has led to more children and young people having access to some kinds of content that might not be appropriate for their age (e.g. sexual material)
- Although children and young people are really confident using technology they don't always know how to judge what information they can trust and what they can't.
- Unwanted contact by strangers is also a problem and children are still meeting up with people they first met online, even when they know about the risks.
- Bullying can expand online, especially because it can be anonymous, and people feel less responsible for their contribution to the bullying.
- It can also be viewed again and again, by lots of people.

- Children and young people often upload things about themselves or others without necessarily understanding or thinking through what the long term effects might be. (Byron Report 2008)

Acceptable use policy

All schools should have an acceptable use policy. This should detail the ways staff; pupils and all network users (including parents) can and cannot use ICT facilities.

This should detail:

- System security
- Unauthorised activities
- Social Networking sites
- E-Mail
- Internet Access
- Laptops
- Resource Limits
- Privacy
- Sanctions.

The Acceptable Use Policy should link with other safeguarding policies such as anti bullying, cyber bullying etc

All pupils in the school should be aware of potential risks and how to practise safe, responsible behaviour, wherever and whenever they are online.

Pupils should know where to seek help both in and out of school and how to report incidents. They should be trained using the "ThinkUKnow" materials from the Child Exploitation Online Protection Centre (CEOP) and know when and who to use the Virtual Global Taskforce (VGT) icon available on some websites.

Pupils are not accountable for the actions that others may force upon them but there are sanctions that the school will impose if they act inappropriately when online.

Reporting Incidents

If a pupil receives an abusive e-mail or text they should report the matter to a member of staff as soon as possible. A copy of the e-mail with full headers, plus dates and times should be saved. Staff will investigate all complaints of abuse and take action accordingly.

Responsibility for handling incidents involving children will be taken by the ICT co-ordinator and the Designated Safeguarding Officer in consultation with the Head Teacher. If one or more pupils view inappropriate material the first priority will be to give them appropriate support. The pupil's parent'/carers will be informed and given an explanation of the course of action the school has taken.

If staff or pupils discover unsuitable sites, the ICT co-ordinator will report the URL (address) and contact to the ISP and the L.A. The filtering system used in all maintained schools in Somerset contains a mechanism for automatically reporting any attempts to access illegal sites on the Internet Watch Foundation list, to the Police. If it is thought that illegal material has been accessed outside of this filtering umbrella, after consultation with the Local Authority, the site will be referred to the Internet Watch Foundation (IWF) and the Police.

The school should provide guidelines for parents, carers and others on safe practice. The South West Grid for Learning in conjunction with the Avon and Somerset Police delivers a programme of parent's evenings. In Somerset, this is delivered to clusters of schools and every parent in Somerset has the opportunity to attend one of these meetings annually to keep up with the latest safety issues. The government have funded a DVD that informs parents of the issues and copies of this can be ordered by school for distribution to parents.

Senior managers in schools are required to respond to a wide variety of e-safety incidents on a daily basis. The majority involve students, but on occasion it may be a teaching or non-teaching member of staff whose conduct is in question. Many of these incidents will be covered in the school's acceptable use policy; where they are not, the Local Authority should be informed at the earliest opportunity so that appropriate action can be taken.

Age Restricted Material

Print publications are classified to provide information and protect people from viewing material that might be inappropriate or damaging to their moral and physical wellbeing. It is illegal to show, give or sell restricted materials to a person under a certain age. The Internet has little in the way of classification of materials, though several groups are attempting to introduce classification categories for describing web materials. Schools should ensure that processes are in place to minimise the risk of students gaining access to inappropriate materials, through supervision and monitoring. Blatant intentional exhibiting of age-restricted materials to pupils under the specified age is a serious breach of e-safety and may result in a criminal prosecution or suspension/dismissal.

Any incident that involves inappropriate adult access to legal material should be dealt with by the school's discipline policy and the Local Authority should be informed of any action taken.

Any incident of racially motivated abuse via technology needs to be linked in with the monitoring of racial incidents in the school. Where an incident involves racial abuse, the Local Authority should be informed and they will decide whether or not Police involvement is required.

Incidents involving staff

Any incident involving a member of staff is a serious and often complex matter. There may be implications for the safety of pupils, fellow employees and the learning environment, and for the reputation of the school.

Harassment or grooming of another person using technology, or breaching their right to privacy, poses a serious threat to their physical and emotional safety, and may have legal consequences.

In all disciplinary instances, a school should consult with HR and must be careful to follow disciplinary protocols, ensuring that proper documentation and recording of information occurs and that appropriate counselling and support are given. Parents/carers of the pupil involved must be kept fully informed of the matter.

Depending on the incident the designated person and head teacher will decide on an appropriate course of action. This may include involving external agencies. The e-safety co-ordinator should review e-safety policies as soon as possible after the incident in an attempt to prevent such an incident recurring, debriefing relevant staff accordingly, and providing school-wide training as appropriate.

In the school context, very serious incidents tend to involve illegal materials, (particularly the viewing, possession, making and distribution of indecent images of children) or grooming, stalking or harassment facilitated by communication technologies.

Indecent images of children are defined under Section 7 of the Protection of Children Act 1978 (as amended by Section 84 of the Criminal Justice and Public Order Act 1994) References to indecent photographs under the Act include data stored on a computer disk or by other electronic means that is capable of conversion into a photograph.

What to do in the event of discovery of illegal material

Discovery of illegal material within the school's network is a very serious situation, and must always be reported to the police. It is important that the material is not downloaded, printed or sent by e-mail, because doing so will

be an offence in itself. **If at all possible, do absolutely nothing to the suspect computer or computers, including turning them on or off as this could potentially compromise any evidence the device may contain.** Ideally incident specific advice should be sought VERY quickly, either from the Police or Southwest One ICT as soon as the incident becomes known. The advice given will be incident specific and will be different in each case, depending on the number of workstations involved or if the incident involves the entire network and fileservers.

Basic steps:

- Seek immediate and specific advice from either Southwest One ICT or the Police, relevant to this incident.
- Prevent any further physical access to the device until the correct advice is gained.
- Unless absolutely necessary DO NOT remove the power from a working PC and definitely DO NOT start a PC if it is already turned off.
- Consider if it is necessary to prevent remote access to the device. If you suspect that a member of staff or pupil who has left the site, could remove or damage evidence on the device remotely, unplug ONLY the network cable from the back of the device to prevent this access from taking place.
- If the PC is already turned off, and it is no longer realistically possible to prevent further physical access to the device, (i.e. lack of supervision, high levels of access or an unoccupied location) disconnect the power at the base unit (not the wall) and remove the battery from a laptop. Store this device securely in a location where no one else can gain access to it and make a note of the date, time and name of the individual who performed this action.

Under no circumstances should the e-safety co-ordinator, network manager or head teacher attempt to conduct an investigation of their own, or bring in an outside 'expert' to do so, as this may compromise the evidence if a legal case were to result. In some cases this may constitute a criminal offence in itself.

PROCEDURES TO FOLLOW IF AN ALLEGATION IS MADE AGAINST A MEMBER OF STAFF

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. In all instances the Child Protection Officer must be informed. If the allegation concerns the Child Protection Officer, then the Head must be informed. If the concern involves the Head then the Chair of the Board of Governors must be informed.

In all situations the school County HR contact and the Local Authority Designated Officer for Allegations Management, must be informed. The contact details for the Local Authority Designated Officer are: cwinter@somerset.gov.uk or telephone 01823 355697

If you receive a disclosure it is important to reassure the child that what he says will be taken very seriously and everything possible done to help.

If you are in the room when a pupil begins to disclose concerns to another person, you should stay unobtrusively in the background. You may be able to support/witness what has been said if required.

EXTENDED SCHOOLS

Schools need to be clear about safeguarding procedures in relation to extended school activities. Activities organised by or with the school, should be incorporated within the school's safeguarding and child protection policy. Alternatively the provider of the extended school service should have a bespoke child protection policy, in which case the provider's policy and CRB checks will need to be assured. This is the responsibility of the school or the extended school co-ordinator in the locality.

However this is managed it is essential that child protection and safeguarding principles apply to extended school activities and responsibility for ensuring adherence to these principles is clearly established.

Professional judgement

Remember: value your professional judgement. School may be the only agency involved with the family at the time of referral, and always pass your concerns to your designated person(s).

This policy should be read in conjunction with other related policies in school such as:

1. Recruitment and Selection
2. Management of allegations against staff
3. Behaviour Management
4. Anti Bullying
5. Physical Interventions
6. Health and Safety
7. Safeguarding and ICT
8. Use of photography and videos
9. Drugs and substance misuse
10. Equal opportunities
11. First aid (including management of medical conditions)
12. PSHE Curriculum
13. Racial equality
14. Safeguarding statement in school prospectus
15. Sex education
16. Work placements

Useful Publications (All available from DCSF website)

“Safeguarding Children and Safer Recruitment in Education”

“Working together to Safeguard Children 2006”

“What to do if you are worried a Child is being abused”

“Staying Safe Action plan”

Useful Websites

www.somersetsafeguardingchildrenboard.org.uk

www.everychildmatters.gov.uk

Useful Phone Numbers

Somerset Direct 08453459122

Safeguarding for Schools Advisor

(Liz Bidmead) 01823 358269D

**Local Authority Designated Officer (LADO)
(Clare Winter) 01823 355697**