



## SAFEGUARDING POLICY (Inc. EYFS)

**Designated Safeguarding Lead:**

Mrs Jackie Reynolds, Assistant Head Pastoral  
01543 306112  
e-mail: [j.reynolds@lichfieldcathedralschool.com](mailto:j.reynolds@lichfieldcathedralschool.com)

**Deputy Designated Safeguarding Leads:**

Mrs Jayne Newey (Lichfield Site)  
01543 306117  
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Mrs Joanna Churton (Longdon Site)  
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Mrs Alison Stevens (EYFS Longdon Site)  
01543 492909  
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**Nominated Safeguarding Governor:**

Mrs Jenny Mason  
07985 933739

**Further advice on Safeguarding matters can also be obtained from:**

First Response Team including  
LADO advice:  
0800 1313126.  
Emergency Duty Team (for out of  
office hours referrals for children):  
0845 6042886.

Staffordshire Prevent Team  
Tel: 01785 238239 or 01785 233109  
Email: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

Staffordshire County Council -  
Education Safeguarding Advice  
Service 01785 895836;  
Email [esas@staffordshire.gov.uk](mailto:esas@staffordshire.gov.uk)

**Early Help – Request for Services:**

**EHA Form and guidance**

**Family Information Service:**

Tel: 0300 111 8007  
Email: [fis@staffordshire.gov.uk](mailto:fis@staffordshire.gov.uk)

**CHANNEL referral (extremism/radicalisation)**

Prevent Team  
Tel: 01785 238239 or 01785 233109  
Email: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

**PREVENT DfE helpline for advice:**

0207 340 7264  
[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

**Local police force (non-emergency/report FGM):**

101

**OFSTED (Children’s Directorate)**

0845 015 0120.

**The Disclosure and Barring Service**

01325 953795

**Local Authority Designated Officer**

Mrs Kim Gristy 01785 278958,  
[kim.gristy@staffordshire.gov.uk](mailto:kim.gristy@staffordshire.gov.uk)

**NCTL – (National College for Teaching & Leadership)**

0800 389 2500

**Chair of Governors – Colin Hopkins**

01543 306040

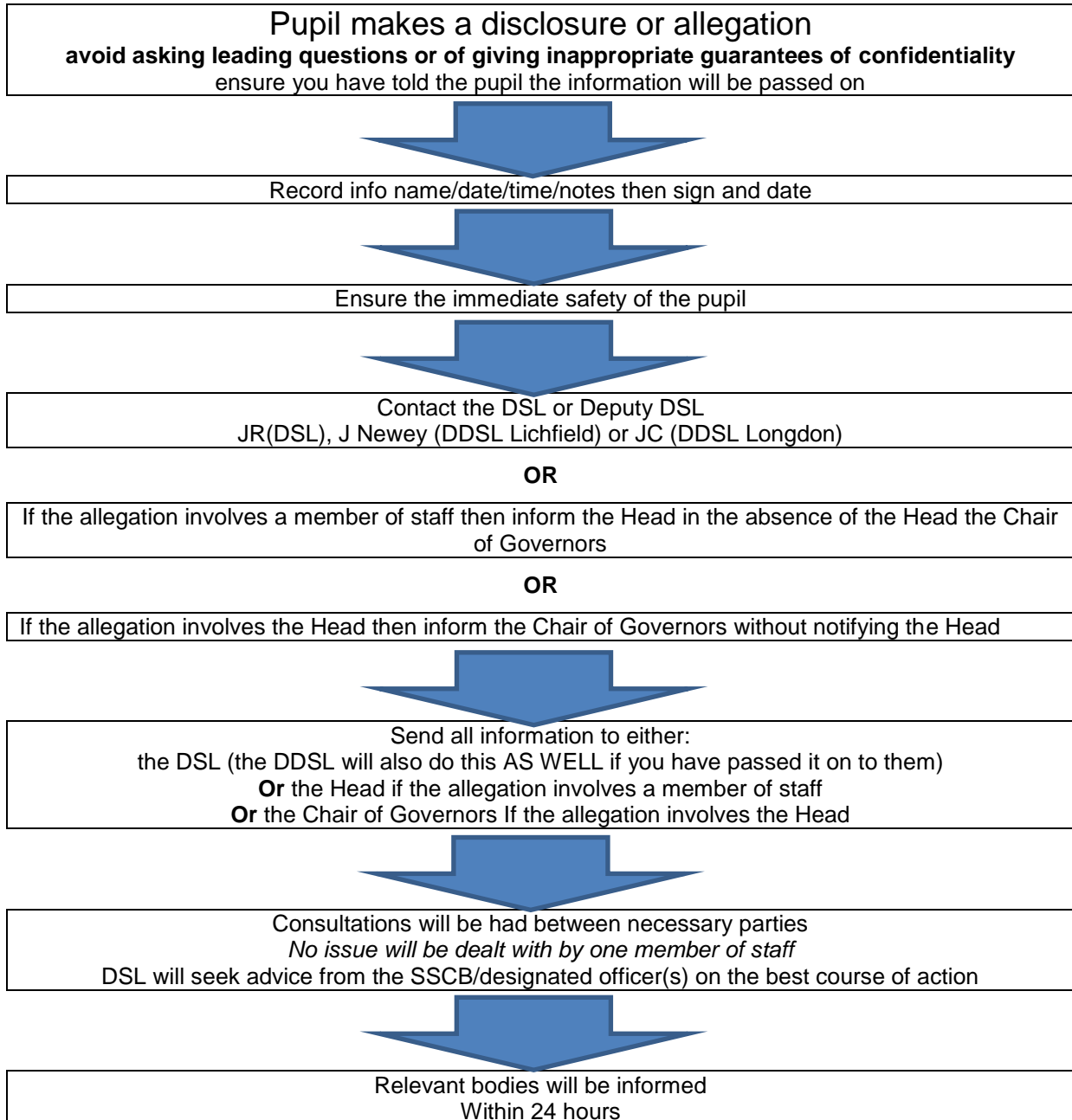
**Head**

01543 306173



## SAFEGUARDING POLICY (Inc. EYFS)

### Procedure



**Notes:** *Any member of staff can and should feel able to make a referral in exceptional circumstance.*  
*If the issue involves the potential for serious harm the children's social care should be informed from the outset.*



## SAFEGUARDING POLICY (Inc. EYFS)

### THE SAFEGUARDING POLICY

*This is one of the policies concerned with pastoral care. It should be read in conjunction with the staff handbook and the following policies:*

- *Behaviour and Discipline Policy*
- *Educational Visits Policy*
- *Email and Internet acceptable Use Policy*
- *Health and Safety Policy*
- *Induction of New Staff, Governors and Volunteers in Child Protection*
- *Missing Child Policy*
- *Physical Restraint Policy*
- *Policy for Pupils on Confidentiality*
- *Recruitment Policy*
- *Use of ICT, Mobile Phones and other Electronic Devices Policy*
- *Taking, Storing and Using Images of Children Policy*
- *Whistleblowing Policy*

### INTRODUCTION

Lichfield Cathedral School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 (or section 157 of the Education Act 2002 for independent schools and academies), the Statutory guidance "*Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges*" July 2016, the Equality Act (2010), Working Together to Safeguard Children March 2015 (WTTSC), Prevent Duty Guidance: for England and Wales (March 2015) and compliant with the Independent School Standards Regulations (2016);
- the Local Safeguarding Children's Board's procedures, available on their websites ([www.staffssc.org.uk](http://www.staffssc.org.uk)), which contain the inter-agency processes, protocols and expectations for safeguarding children.

There are four main elements to our Safeguarding Policy:

- **Prevention** e.g. positive school atmosphere, teaching and pastoral support to pupils;
- **Protection** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns;
- **Support** to pupils and school staff and to children who may have been abused;
- **Working with parents** to ensure appropriate communications and actions are undertaken.



## **SAFEGUARDING POLICY (Inc. EYFS)**

This policy applies to all staff, governor and visitors to the School. We recognise that safeguarding is the responsibility of all staff within our School and safeguarding is addressed in all recruitment interviews. We will ensure that all parents and other working partners are aware of our safeguarding policy by including the policy on our web site.

### **Extended school activities**

Where the Governing Body provides services or activities directly under the supervision or management of School staff, the School's arrangements for safeguarding will apply. Where services or activities are provided by another group, (e.g. a field study centre), the member of staff responsible for arranging the activity should seek assurance in writing that the group concerned has appropriate policies and procedures in place to safeguard and protect children.

### **SAFEGUARDING COMMITMENT**

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff hope that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Our School will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the School whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse (including online), and to know whom they can turn to for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies; The School has established links with the First Response Team and works with other agencies to establish access to Early Help Services. There is also an established link with the Police for preventative education with respect to e-safety and personal safety. Regular contact occurs with Childrens' Social Care and CAMHS to support individuals in need.
- Operate safe recruitment procedures and make sure all appropriate checks, including references, are carried out on staff and volunteers who work with children. All staff employed on site, both teaching and non-teaching, are subject to Disclosure and Barring Service (DBS) checks, as part of the recruitment process, since all jobs within school involve working with children and provide extensive access to children.

### **Safeguarding in the curriculum**

The following areas are among those addressed in PSHE and in the wider curriculum

- Bullying/Cyberbullying
- Drugs, Alcohol & Substance Misuse
- E safety/Internet safety



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- Extremism and Radicalisation – how to build resilience to the risks of radicalisation
- Road safety
- Relationships/Domestic Violence/Consent
- Diversity Issues e.g. forced marriage, Female Genital Mutilation (FGM) Honour Based Violence (HBV)
- Sexual Exploitation of Children
- Equal Opportunities
- Disability
- Fire safety
- Personal safety

Further details of the content and timing of delivery of the PSHE programme are available upon request.

### **ROLES AND RESPONSIBILITIES**

#### **General**

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with safeguarding responsibilities within the School. All staff have been made aware of the different types of child abuse and specific safeguarding issues, as indicated in Keeping Children Safe in Education document. Normally concerns are referred to and managed by the DSL. However any member of staff may make a referral directly to the First response Team.

All concerns warranting a same day response should be phoned into First Response, this will normally be done by the DSL. All other concerns are to be referred via Early Help Assessment (EHA) – parents should be informed of this first unless it is not in the interest of the child's safety to do so.

There are, however, key people within the School who have specific responsibilities (see p1).

#### **Roles and responsibilities of the Governing body**

In accordance with the Statutory Guidance "Keeping Children Safe in Education" July 2016 and the Independent Schools Standards regulations on recruitment, the Governing Body will ensure the following:

- The School has a safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is available on the School website.
- must ensure the school keeps an up to date single central record of appointments
- The School operates safe recruitment practices, including a standard application form, appropriate use of references, verification of qualifications and DBS checks on new staff and volunteers. Gaps in an applicant's employment history will be followed up and also if the applicant's last school is not given as a point for references. Furthermore, the Head, Head of junior School and Senior HR administrator have undertaken Safer Recruitment Training and Assessment, which is refreshed every 5 years.



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- There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2). These are referred directly to the Head who must contact the LADO within one working day.
- There are senior members of the School's leadership team who are designated to take lead responsibility for dealing with safeguarding (the "Designated Safeguarding Lead"). Within the Senior School setting the Designated Safeguarding Lead is the Assistant Head (pastoral) and the Deputy Designated Safeguarding Leads are the Head of Middle school (Lichfield site), and the head of the Junior school Longdon site). Within the EYFS setting the Designated Safeguarding Lead is the Early Years coordinator. There is also a nominated governor with specific responsibility for Safeguarding – Mrs Jenny Mason.
- The Designated Safeguarding Leads for Safeguarding undertake training in basic safeguarding in accordance with current guidelines, Training includes inter-agency working procedures and locally agreed procedures and is provided by the SSCB.
- The Head, and all other staff and volunteers who work with children, undertake appropriate training, delivered by the SSCB, which is kept up-to-date by refresher training in accordance with current guidelines and temporary staff and volunteers who work with children are made aware of the school's arrangements for safeguarding and their responsibilities.
- Any deficiencies or weaknesses brought to the attention of the Governing Body are rectified without delay. Contact can be made with the Governors via either Mrs Jenny Mason who is the Governor responsible for Safeguarding matters or the Chairman via the school office.
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Head (without informing the Head), in liaison with the Local Authority Allegations Manager (LADO).
- Policies and procedures are reviewed annually and signed off by the Chairman of the Governing Body and a report is presented to the Board of Governors annually. Information is provided to the Local Authority (on behalf of the SSCB) through the Annual Safeguarding Return.
- There is an individual member of the Governing Body (Mrs Jenny Mason) who will champion issues to do with safeguarding children and child protection within the School, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.
- The School contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" March 2015 including providing a co-ordinated offer of early help for children who require this. The School has established links with Children's Social Care, and CAMHS amongst other agencies, all of which seek to support the children with additional needs. Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (SSCB).
- Governors are made aware of safeguarding issues through regular meetings with the link Governor and through the Head's Report distributed at full Governing Board Meetings.



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### **Roles and responsibilities of the Head**

The Head of the School will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Allegations Manager within one working day.
- Should any person (whether employed, contracted, a volunteer or student), leave the school being considered unsuitable to work with children. The school will promptly inform the Disclosure and Barring Service (DBS), and inform OFSTED within 14 days should there be any allegations of serious harm or abuse by any person working or looking after children in the EYFS (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is related to have taken place on the premises, and of the actions taken in respect of these allegations. If a resident member of staff is suspended pending an investigation of a Safeguarding matter, that member of staff will be found accommodation by the School outside the Cathedral Close.
- Where a teacher has been dismissed for misconduct (or would have been had she/he not resigned first) consideration will be given to make a referral to the National College for Teaching and Leadership (NCTL).
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner;
- all staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care Services or the Police. Staff undergo training regularly in accordance with current guidelines and all staff have an LCS safeguarding guidelines card for reference. New staff meet the Assistant Head (Pastoral) to discuss the safeguarding policy and procedures as part of their induction.
- All staff and volunteers are recruited following DBS checks and compliance with Independent Schools Standards regulations.



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### **Designated safeguarding lead for safeguarding**

The role of the Designated Safeguarding Lead includes:

### **Provision of information to the SSCB on safeguarding and safeguarding**

- provision of information to the SSCB on how the Governing Body discharges its duties regarding safeguarding and child protection;
- liaise with the Governing Body on any deficiencies brought to attention of the Governing Body and how these should be rectified without delay.
- refer cases of suspected abuse or allegations to Specialist Services First Response Children's Duty; in a case of serious harm the police will be informed from the outset.
- act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies;
- attend and contribute to safeguarding conferences when required to do so.
- liaise with Head to inform her of any issues and ongoing investigations and ensure there is always cover for this role.

### **Training**

- recognise how to identify signs of abuse and when it is appropriate to make a referral; (Appendix 4)
- have a working knowledge of how the Staffordshire Safeguarding Children's Board operates, the conduct of a safeguarding case conference, and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's safeguarding policy especially new or part-time staff who may work with different educational establishments; The full policy is available on the school web site and a summary of how to manage a disclosure is printed on the LCS Safeguarding guidelines card. All new staff receive and must read the safeguarding policy and KCSIE (2016) part 1 when they join.
- ensure all staff have induction training covering child protection level 1 training.

Training should include:

- the School's safeguarding policy;
- behaviour policy;
- knowledge of the DSLs;
- be able to recognise and report and concerns immediately they arise;
- be given *Keeping Children Safe in Education 2016 (part 1)*;
- staff code of conduct. (Appendix 5 contains a link to the DSCF document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings' which is used to give clear guidance to staff about their behaviour and actions so as not to place wither pupils or themselves at risk of harm or allegations of harm to a pupil).
- whistle-blowing procedures in conjunction with staff code of conduct
- be able to keep detailed, accurate and secure written records of referrals/concerns. These records are stored in a locked filing cabinet in the office adjoining the Head's study.





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- obtain access to resources and attend any relevant or refresher training courses in accordance with current guidelines.

### **Raising awareness**

- ensure the School's safeguarding policy is updated and reviewed annually by the Assistant Head (Pastoral), and work with the governing body regarding this;
- ensure that parents can see a copy of the safeguarding policy (on the School web site), and that they are alerted to the policy and the fact that referrals may be made);
- when children leave the School, ensure their safeguarding file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible.

### **Records of concerns and complaints**

- maintain and monitor safeguarding records, including monitoring and acting upon individual and patterns of concerns or complaints (e.g. children who repeatedly go missing), in accordance with section on "Records, Monitoring and Transfer" below.

### **SAFEGUARDING TRAINING**

This details all recent safeguarding training for staff at LCS:

- DSL Training (multi-agency level 4) – J Reynolds (16/11/2015)
- Safeguarding, child protection advanced course (level 2) – J Reynolds & J Newey (June 2015)
- Child Protection Advanced Course (Level 2) – A Lomas (23/4/2015)
  - T Sherrington, S Lane, M Godwin, C Robinson, J Lewis, J Churton, D Meakin, B Rushton, A Harrison, A Stevens (Sept 2016).
- Channel General Awareness Module – J Reynolds (September 2015)
- All staff, volunteers, visiting music and sports teachers receive Level One training in line with SSCB guidelines – (last delivered September 2015)
- All Governors receive Level One training in line with SSCB guidelines as appropriate

### **RECORDS, MONITORING AND TRANSFER**

Well-kept records are essential to good safeguarding practice. All staff are clear about the need to record and report concerns about a child or children within our school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.

Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. This is to protect individuals from accidental access to sensitive material by those who do not need to know.



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Safeguarding records are stored securely, with access confined to specific staff, i.e. the Designated Safeguarding Lead, The Deputy Designated Safeguarding Lead and the Head. Records are kept for all time.

Safeguarding records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.

When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police, Court, Social Services should be copied.

### **SUPPORT TO PUPILS AND SCHOOL STAFF**

#### **Vulnerable children - Supporting pupils at risk**

The School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children, school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will seek to provide such children with the necessary support and to build their self-esteem and confidence. The pastoral system offers support in a number of ways including student mentors, staff mentors and a School Nurse (qualified counsellor).

Incidences of pupils abusing other pupils will be treated as a safeguarding concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer from significant harm'. Incidents involving bullying are covered under the School's Anti-Bullying Policy which should be read in conjunction with this policy.

#### **Cathedral Choristers**

The School has direct responsibility for the protection of the Cathedral Choristers, but the Cathedral authorities assume responsibility for the choristers' care and welfare from the moment the choristers arrive at the Cathedral or Number 14, The Close, for rehearsals, services, tours or special events, until they are returned to the School (see Service Level Agreement). The Cathedral has its own Safeguarding Policy and Procedures which is available on request from the School Office.

To promote continuity and communication in this regard, the Head is a member of the Cathedral's Choral Foundation, the Cathedral Clergy are members of the Governing Body of the School, the DSL sits on the cathedral safeguarding board and there are fortnightly meetings between the Director of music and the Head.



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### **EYFS**

Young children have particular needs, and the staff employed in the Early Years Foundation Stage, are well qualified and experienced in the care and education of young children. In addition to the training they receive in line with the school's safeguarding policy, the staff possess awareness that children of this age may lack the vocabulary needed to express concerns or worries appropriately. Therefore, it is of particular importance that attention is paid to non-verbal cues, such as children regressing to younger patterns of behaviour, children becoming isolated/withdrawn or reverting to soiling after toilet training. To ensure the safety of the children at all times, the Early Years Foundation Stage at Lichfield Cathedral School has specific policies and procedures for the safe arrival and departure of the children, the use of cameras and mobile phones, what to do if a child goes missing or in the case of the late collection of a child.

### **EYFS Mobile Phone and Camera Guidelines**

#### **Mobile Phones**

To ensure the safety and welfare of children in our care we operate a personal mobile phone usage policy. This stipulates the procedures to be followed when children are on the premises or when on outings.

To ensure the safety of the children and to protect staff the following procedures will be followed:

- All mobile phones (including those of volunteers) are kept in personal bags and stored in resource cupboards, out of reach of the children, in classrooms.
- Staff and volunteers working directly with the children must not use mobile phones.
- Parents are encouraged to turn their phones off during their time in the school building. If it is essential for a parent to take a call staff will ask them to move outside the classroom.
- Under no circumstances may personal phones be used as a camera.
- During outings, a school mobile phone will be taken by the designated trip leader in case of emergency.

#### **Cameras/Mobile Phones With Cameras**

A vital way to support the children's development and engage parents in their learning is through the use of photographs. This gives us a record of their activities and achievements. To ensure the safety and welfare of children in our care, the following procedures should be followed when children are on the premises or when on outings.

- All parents sign to give their consent for photographs to be used for their child's developmental records on their admission form.
- Photographs will be stored on the Pre- School and Reception computers, which are password protected.
- The Pre-School and Reception classes' digital cameras and or memory cards must not leave the School setting.
- Photos are printed in the office by staff and images are then removed from the cameras memory.



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- Photographs may be taken during indoor and outdoor play and whilst on school trips and events.
- Photographs may be displayed within the school building, in albums or a child's development records for children and parent/carers to look through.
- Often photographs will contain other children in the background.
- Events such as, Sports Day, Christmas performances and outings, may be recorded by video and photographs by staff and parent/carers but always in full view of all attending.
- There may be occasions when we would like to use photographs of the children taking part in an activity to advertise/promote our EYFS via our Web site etc.; however, in this instance specific parental permission for these events would be required.
- Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take, or record any images of children within the EYFS.
- Cameras and mobile phones must not be taken into the toilet area.

### **Support for staff**

The School recognises that staff as part of their duty to safeguard and promote the welfare of children and young people may hear information, either from the child/young person as part of a disclosure or from another adult that will be emotionally upsetting.

Where a member of staff is emotionally disturbed as a result of dealing with a safeguarding concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires.

### **Complaints or concerns expressed by pupils**

Lichfield Cathedral School recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child/young person will be listened to and acted upon to in order to safeguard his/her welfare. We will also seek to ensure that the individual child/young person who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child/young person regularly informed as to the progress of his/her complaint.

### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. Please refer to the School's Anti -Bullying Policy.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. The subject of bullying is addressed at regular intervals in the Personal, Social and Health Education (PSHE) Curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head and the DSL will consider implementing child protection procedures. To allow or condone bullying may lead to action taken under child protection procedures.

### **Peer abuse**



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Peer abuse can be defined as one who brings mistreatment, insult or deception in excessive amounts to another individual of the same peer group. This can be done physically, mentally, emotionally or sexually. Peer abuse victims can experience excessive amounts of physical, mental, emotional and sexual abuse from someone of their peer group. It can occur in school, over the phone and/or on the internet. It can occur at any time or any place that interaction takes place between individuals of the same peer group. Generally, peer abuse happens because the bully may be experiencing some abuse elsewhere in their lives and they bring their anger and what they know on to those who may have differences or what the bully perceives to be different. Or, the victim is someone who is perceived by the bully to be different for any reason (qualifiable threshold)

### **WORKING WITH PARENTS/CARERS**

The School will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the safeguarding policy which is published on the school website.
- Undertake appropriate discussion with parent/carers prior to involvement of outside agencies, unless to do so would place the child at risk of harm or compromise an investigation.
- Work to develop productive, supportive relationships with parents/carers whenever it is in the child's interest to do so.

### **RECRUITMENT AND SELECTION OF STAFF**

- The school employs safer recruitment procedures to ensure that all staff (management, teaching, support, trainees) and volunteers are suitable to work with children. (For further details see Safe Recruitment Policy, available on request from the School office.) Checks, as required by the DBS and the Independent School Standards Regulations, keeping children safe in education 2016 are carried out and completed satisfactorily on all employees and volunteers prior to them having unsupervised contact with children. The school reserves the right to repeat any and all checks on any individual working with children, including volunteers who are not engaging in regulatory activity but have the opportunity to come into contact with children on a regular basis.
- Any use of physical force or restraint of pupils will be carried out and documented in accordance with the relevant guidance and policy. If it is necessary to use physical action to protect a child from injury, to prevent a child from harming others, or if any child is injured accidentally, parents will be informed immediately. Corporal punishment will not be used under any circumstances at Lichfield Cathedral School.
- The school will ensure that in instances where pupils are working on a different site, e.g. field trips, that adults with whom they may have contact have undergone appropriate Safeguarding checks. Reference to this is made in the school's Health and Safety Policy on Educational Visits.
- The School has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an on-going culture of vigilance. All



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new staff and volunteers receive safeguarding induction and are briefed on the code of conduct for adults working with children.

- The new staff induction pack will include: current safeguarding policy, KCSIE 2016 part 1, Staff code of conduct (part of SG policy) and whistleblowing procedure.

### Contractors

Schools and colleges should ensure that any contractor, or any employee of the contractor, who is to work at the school has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required. These checks will be undertaken by the senior HR administrator in consultation with the DSL.

On every interview panel for school staff at least one member (teacher/manager/Governor) will have undertaken safer recruitment training.

Signed ..... *C R Harkin* .....

(Chair of Governors)

Date ..... 29.11.2016 .....

Signed ..... *S Flannan* .....

(Head of LCS)

Date ..... 29/11/16 .....



## SAFEGUARDING POLICY (Inc. EYFS)

### Appendix 1

#### PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

##### Contents

- General
- Individual Staff Volunteers/Other Adults
- Designated Senior Person for Child Protection

##### GENERAL

The Local Safeguarding Children's Board's Procedures are available at [esas@staffordshire.gov.uk](mailto:esas@staffordshire.gov.uk). These contain the inter-agency processes, protocols and expectations for safeguarding children.

It is important that all parties act swiftly and avoid delay.

The DSL may seek advice and guidance from the First Response children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed (see contacts at the start of the policy). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

Written records, dated and attributed, must be made of what has been alleged, noticed and reported, and kept securely and confidentially.

In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support or services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk, and in individual cases advice from First Response Children's Duty will need to be taken.

##### INDIVIDUAL STAFF/VOLUNTEERS/OTHER ADULTS - MAIN PROCEDURAL STEPS

When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured, and if possible at this stage should be informed what action will be taken next. Where possible, leave them to explain their concern to the police so as not to compromise the investigation.

As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.



## SAFEGUARDING POLICY (Inc. EYFS)

If the concern involves the conduct of a member of staff, a volunteer, a visitor, a Governor, a trainee or another young person or child the Head must be informed. The concern should not be discussed with the member of staff involved.

If the allegation is about the DSL, the information should be passed to the Head, without the DSL being informed.

If the allegation is about the Head, the information should be passed to the Chair of Governors, without the Head being informed.

If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

### DESIGNATED SENIOR PERSON FOR SAFEGUARDING- MAIN PROCEDURAL STEPS

Begin a case file which will hold a record of communications and actions in a coherent order, to be stored securely.

Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professional's Consultation line.

Share information confidentially with those who need to know.

Where there is a safeguarding concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the SSCB Agency Referral Form to Children's Social Care. All other referrals should be made using the online form. The First Response Children's Duty Managers are available for advice to the DSL on the numbers given in the contact details on page 1 of this document.

If the concern is about children using sexually abusive behaviour, refer to the separate guidance

If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

**Exceptional circumstances:** If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation Line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the First Response Children's Duty should be updated and the Police should be contacted immediately.





## **SAFEGUARDING POLICY (Inc. EYFS)**

### **Appendix 2**

#### **PROCEDURE FOR ALLEGATIONS AGAINST STAFF (INCLUDING THE HEAD) AND VOLUNTEERS**

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they worked regularly or closely with children.

Relevant documents:

- DfE 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges' July 2016.

#### **INDIVIDUAL STAFF/DSL/VOLUNTEERS/OTHER ADULTS WHO RECEIVE THE ALLEGATION**

- Write a dated and timed note of what has been disclosed or noticed, said or done.
- Report immediately to the Head.
- Pass on the written record.
- If the allegation concerns the conduct of the Head, report immediately to the Chair of Governors (or, in the absence of a Chair, the Vice Chair), without informing the Head. Pass on the written record. The Chair of Governors deals with any allegations of abuse made against the Head, in liaison with the Local Authority Allegations Manager. If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager, Safeguarding and Improvement Unit as soon as possible.

#### **Head**

- If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- Before taking further action notify and seek advice from the Allegations Manager, Safeguarding unit on the same day.
- You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- Report to First Response Children's Duty if the Allegations Manager advises.
- Ongoing involvement in cases:



## **SAFEGUARDING POLICY (Inc. EYFS)**

- Liaison with the Allegations Manager.
- Co-operation with the investigating agency's enquiries as appropriate.
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
- Possible referral to the DBS, NCTL or OFSTED, depending on the outcome.

### **Chair of Governors (only relevant in the case of an allegation against the Head)**

- If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- Notify the Allegations Manager, Safeguarding and Improvement Unit on the same day.
- You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- Report to First Response Children's Duty if the Allegations Manager, so advises; or if circumstances require a referral.
- Ongoing involvement in cases:
  - Liaison with the Allegations Manager, Safeguarding unit.
  - Co-operation with the investigating agency's enquiries as appropriate.
  - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.



## SAFEGUARDING POLICY (Inc. EYFS)

### Appendix 3

### Report of concern / incident

Students name:	Form
Date:	Time:

N.B Copy of form to be held on pupil's file

Your account of the concern/incident: (what was said, observed, location, reported and by whom)
Additional Information: (your opinion, context of concern/disclosure)
Your response: (what did you do/say following the concern)

Your name:	Signature:	Position:
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Action and response of DSL/Headteacher:	
Feedback to member of staff:	Information shared? (staff or outside agencies) If so, what was shared and what was the rationale?

#### Do.....

- Do listen to the child rather than question
- Do allow the child to freely recall
- Do make a note of the discussion

#### Don't.....

- Do not delay – same day action is a must
- Do not assume someone else will pick up a concern
- Do not get the child to write anything down



## SAFEGUARDING POLICY (Inc. EYFS)

- Do complete a Record of Concern/Incident
- Do inform the DSL
- Do reassure the child that they have done the right thing and that you will pass this information on
- Do not take photos
- Do not examine marks or injuries
- Do not ask the child to remove any clothing
- Do not give an opinion

### Checklist for DSL (to be printed on reverse of Concern Form)

- ✓ Child clearly identified
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (swear words, insults, or intimate vocabulary should be written down verbatim)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?

Audit date:		Audit completed by:	
Overall RAG rating (see key below)			
Action needed	Timescale	Name and position of person responsible	Date action completed

<b>Red</b>	Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency
<b>Amber</b>	Indicates that key information is included but recording could be further improved
<b>Green</b>	Indicates that the recording meets the above required standards

Available: R:\Incident Report Form



## SAFEGUARDING POLICY (Inc. EYFS)

### Appendix 4

#### Child in Need - S17 of the Children Act 1989:

A '**Child in Need**' referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

If the DSL considers that the welfare concerns indicate that a '**Child in Need**' referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response Team (FRT) or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the FRT.

Appropriate LCS staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

Some children in 'acute need' (see SSCB Threshold guidance) may require Child in Need. This could include children who self-harm or disclose an intent to commit suicide (SSCB procedure 4U).

#### Child Protection (S47 Children Act 1989)

S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, **significant harm** due to the actions or inactions of others. Staff from this organisation do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. Education staff refer reasonable concerns which indicate that a child may be at risk of significant harm.

It is the '**significant harm**' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines the likelihood that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to understand and evidence '**significant harm**', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within



## **SAFEGUARDING POLICY (Inc. EYFS)**

the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development.

### **TYPES OF TYPES OF ABUSE AND POSSIBLE SIGNS**

#### **RECOGNISING PHYSICAL ABUSE**

Physical abuse 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen syndrome by proxy.

#### **POSSIBLE SIGNS OF PHYSICAL ABUSE**

The signs of physical abuse may include:

- Unexplained bruising, marks or injuries on any part of the body;
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh;
- Cigarette burns;
- Human bite marks;
- Broken bones;
- Scalds, with upward splash marks;
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation;
- Aggressive behaviour or severe temper outbursts;
- Flinching when approached or touched;
- Reluctance to get changed, for example in hot weather;
- Depression;
- Withdrawn behaviour;
- Running away from home.

#### **RECOGNISING EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill-treatment of a child, though it may occur alone.



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### **POSSIBLE SIGNS OF EMOTIONAL ABUSE**

- physical, mental and emotional development lags
- admission of punishment which appears excessive
- over-reaction to mistakes
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (e.g. rocking; hair-twisting; thumb-sucking)
- self-mutilation
- fear of parents being contacted
- extreme of passivity or aggression
- drug/solvent abuse
- chronic running away
- compulsive stealing
- scavenging for food or clothes

### **RECOGNISING ABUSE (NEGLECT)**

Neglect is 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **POSSIBLE SIGNS OF NEGLECT**

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- frequent lateness or non-attendance at school untreated medical problems
- destructive tendencies low self-esteem
- neurotic behaviour (e.g. rocking, hair-twisting; thumb-sucking)
- no social relationships

### **RECOGNISING SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.



## **SAFEGUARDING POLICY (Inc. EYFS)**

### **RECOGNISING ABUSE IN CHILDREN AGED 5-12**

#### **POSSIBLE SIGNS OF SEXUAL ABUSE**

- hint about secrets they cannot tell
- say that a friend has a problem
- ask you if you will keep a secret if they tell you something
- begin lying, stealing, blatantly cheating in the hope of being caught
- have unexplained sources of money
- have terrifying dreams
- start wetting themselves
- exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- stop enjoying previously liked activities, such as music, sports, art, scouts or guides, going to summer camp, gym club
- be reluctant to undress for gym
- become fearful of or refuse to see certain adults for no apparent reason; show dislike of a particular babysitter, relative or other adult
- act in a sexual way inappropriate to their age
- draw sexually explicit pictures depicting some act of abuse
- seem to be keeping secret something which is worrying them
- have urinary infections, bleeding or soreness in the genital or anal areas
- have soreness or bleeding in the throat
- have chronic ailments, such as stomach pains or headaches
- take over the parent role at home, seem old beyond their years (if a victim of incest)
- develop eating disorders, such as anorexia or bulimia
- become severely depressed, even attempt suicide
- have a poor self-image, self-mutilate
- continually run away

Young: people from the age of twelve onwards may:

- be chronically depressed be suicidal
- use drugs or drink to excess
- self-mutilate, show self-hatred
- have unexplained pregnancies
- experience memory loss
- become anorexic or bulimic
- run away frequently
- be inappropriately seductive
- be fearful about certain people like relatives or friends
- assume the role of parents in the house to such an extent that they do all the cooking, cleaning, child-minding and are taking care of everyone's needs except their own
- not be allowed to go out on dates or have friends round
- have soreness/bleeding in the genital or anal areas or in the throat





## **SAFEGUARDING POLICY (Inc. EYFS)**

- find excuses not to go home or to a particular place
- have recurring nightmares/be afraid of the dark
- be unable to concentrate, seem to be in a world of their own
- have a 'friend who has a problem' and then tell about the abuse of the friend
- have chronic ailments such as stomach pains and headaches
- sexually abuse a child, sibling or friend
- exhibit a sudden change in schoolwork habits, become truant
- be withdrawn, isolated, or excessively worried
- have outbursts of anger or irritability
- be fearful of undressing for gym
- have unexplained sums of money
- act in a sexually inappropriate way towards adults

### **E-Safety**

The growth of different electronic media in everyday life and an ever developing variety of devices including PCs, tablets, laptops, mobile phones, webcams, gaming consoles etc. place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arranging to meet them. Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at all Lichfield Cathedral School.

Pupils can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping), or distributing indecent images of children (e.g. sexting).

Lichfield Cathedral School utilise the curriculum (particularly PSHE, and sex and relationship education) to raise awareness of safeguarding issues so that children are able to recognise the indicators of, for example, grooming behaviours, so that the risks of being drawn into sexual exploitation, or being subjected to abuse, are minimised.

Further, in order to help protect our pupils

- Hardware and software is in place to minimise access and to highlight any one accessing inappropriate sites or information
- Pupils are encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school's Designated Safeguarding Lead will be informed immediately)
- Pupils / students should not give out their personal details, phone numbers, schools, home address, computer passwords etc.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.



## **SAFEGUARDING POLICY (Inc. EYFS)**

### **Child Sexual Exploitation (CSE)**

Sexual exploitation of children involves situations where young people receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common.

Children do not become entrenched in CSE without first being subjected to targeted grooming or opportunistic abuse. Systemic sexual abuse is the final stage in a process. Lichfield Cathedral School recognise that pupils may be targeted for sexual exploitation, and staff will be vigilant for the indicators and report concerns to their DSL. All staff receive awareness training about CSE. The DSL is conversant with the SSCB procedure (4H) and will share information with parents and carers, and the police and social care in appropriate circumstances. We will work with other agencies on plans to protect children who are deemed to be at risk of exploitation.

Lichfield Cathedral School believes that children need to understand how perpetrators groom children for exploitation. Our Academies will use appropriate resources in a sensitive and responsible way to educate young people about grooming behaviours, the risk of being drawn into exploitation, possible consequences, and ways of protecting themselves from the risk of sexual exploitation.

### **Children missing education (CME)**

Lichfield Cathedral School is aware of, and implements in full, the requirements of the statutory guidance for children and young people who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available from [Staffordshire CME](#), understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children.

### **Female genital mutilation (FGM)**

Female genital mutilation (FGM) is a collective term for procedures which include the removal of part or all of the external female genitalia for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. The procedure is typically performed on girls aged between 4 and 13, but in some cases it is performed on newborn infants or on young women before marriage or pregnancy. FGM is much more common than is generally realised both worldwide and in the U.K. It is deeply embedded into the culture of communities and intervention by statutory agencies may be resented.

FGM has been a criminal offence in the U.K. since the Prohibition of Female Circumcision Act 1985 was passed. The Female Genital Mutilation Act 2003 replaced the 1985 Act and makes it an offence for the first time for UK nationals or permanent UK residents to carry out FGM abroad, or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where the practice is legal.



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### Referral

If you become aware of a child who may have been subjected to or is at risk of FGM you must make a referral to Children's Social Care or report it to the police. Suspicions may arise in a number of ways that a child is being prepared for FGM to take place abroad.

- Preparations are being made to take a long holiday - arranging vaccinations or planning an absence from school;
- The child has changed in behaviour after a prolonged absence from school; or
- The child has health problems, particularly bladder or menstrual problems.

### Radicalisation and the PREVENT Duty

The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The School is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The School will therefore ensure that the DSL and heads of section receive external PREVENT training which they will cascade to all other staff via the INSET programme. This will be regularly refreshed in accordance with current guidelines.

The School has adopted the Governments' definitions for the purposes of compliance with the Prevent duty:

**Extremism:** "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas."

**Radicalisation:** "the process by which a person comes to support terrorism and forms of extremism leading to terrorism".

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel (a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism).

*Prevent Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)* notes the following:

"36. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include:



## **SAFEGUARDING POLICY (Inc. EYFS)**

peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race / hate crime, lack of self-esteem or identity and personal or political grievances.

51. Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increased time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day to day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group / cause / ideology;
- communications with others that suggest identification with a group / cause / ideology

52. Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social and political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- Condoning or supporting violence or harm towards others; or plotting or conspiring with others.”

### **Protocol for visiting speakers**

All requests for outside speakers must be discussed with a member of SLT.

SLT will request that:

1. A biography of the speaker or institution must be provided with the purpose clearly defined as to the information the speaker/visitor wishes to communicate. The information must align to the values and ethos of the school and to British values. This must be discussed with the organiser prior to the request being made to SLT.
2. Whenever possible, a notice period of no less than one month be given prior to the speaker/visitor's proposed date at school.
3. An organiser for the visitor/speaker is provided who will be the liaison with school.
4. The organiser must ascertain that all information communicated by the visitor/speaker is lawful.

### **Further guidelines**

School safeguarding procedures apply and visiting speakers should be asked to supply photographic identity from their institution when they arrive at reception. They will be issued with the Safeguarding information for visitors to Lichfield Cathedral School and will be asked to familiarise themselves with these.

They will be issued with a visitors' badge which they must wear at all times. Visitors must be accompanied at all times whilst they are on the school site. During the visit/talk the organising member of staff must ensure that at least one Lichfield Cathedral School member of staff is



## **SAFEGUARDING POLICY (Inc. EYFS)**

present during the visit/talk, who is required to monitor what is being said to ensure that it aligns with the values and ethos of the school and British values. In the unlikely event that the speech does not meet this requirement, immediate action must be taken by the member of staff to balance the information given and this must be reported to a SLT member immediately after the talk/visit.

### **Post speech/ visit evaluation**

The speech/ visit is evaluated by the organiser as to whether it met the needs of our students.

Should the visit/speaker not meet the needs of our students then this will be clearly communicated

to the visiting speaker/institution by the Head. Thank you letters/emails are sent and travel expenses are reimbursed for all visiting speakers. These must be arranged by the organising member

of staff who originally invited the speaker.

### **‘Guidelines for Visiting Speakers’ to Lichfield Cathedral School.**

We are very grateful to have a wide range of visiting speakers coming to Lichfield Cathedral School to share their thoughts, ideas and experiences with Stoics and we would draw your attention to the following guidelines for all visiting speakers:

- Please be aware of the Christian Foundation on which the school is based
- Please be aware that as a school we are fully supportive of fundamental British values, which include democracy, the rule of law, individual liberty and mutual respect and a tolerance of those with different faiths and beliefs.
- Please understand that Lichfield Cathedral School does not intend to offer a platform for individuals who might espouse racist, homophobic, sexist, ageist or extremist views or anyone who might be trying to incite young people to violence or extremism of any form.

Having said this, we welcome people of all backgrounds, ethnicities, beliefs and experiences and we

look forward to hearing what you have to share with us and with the Stoics.

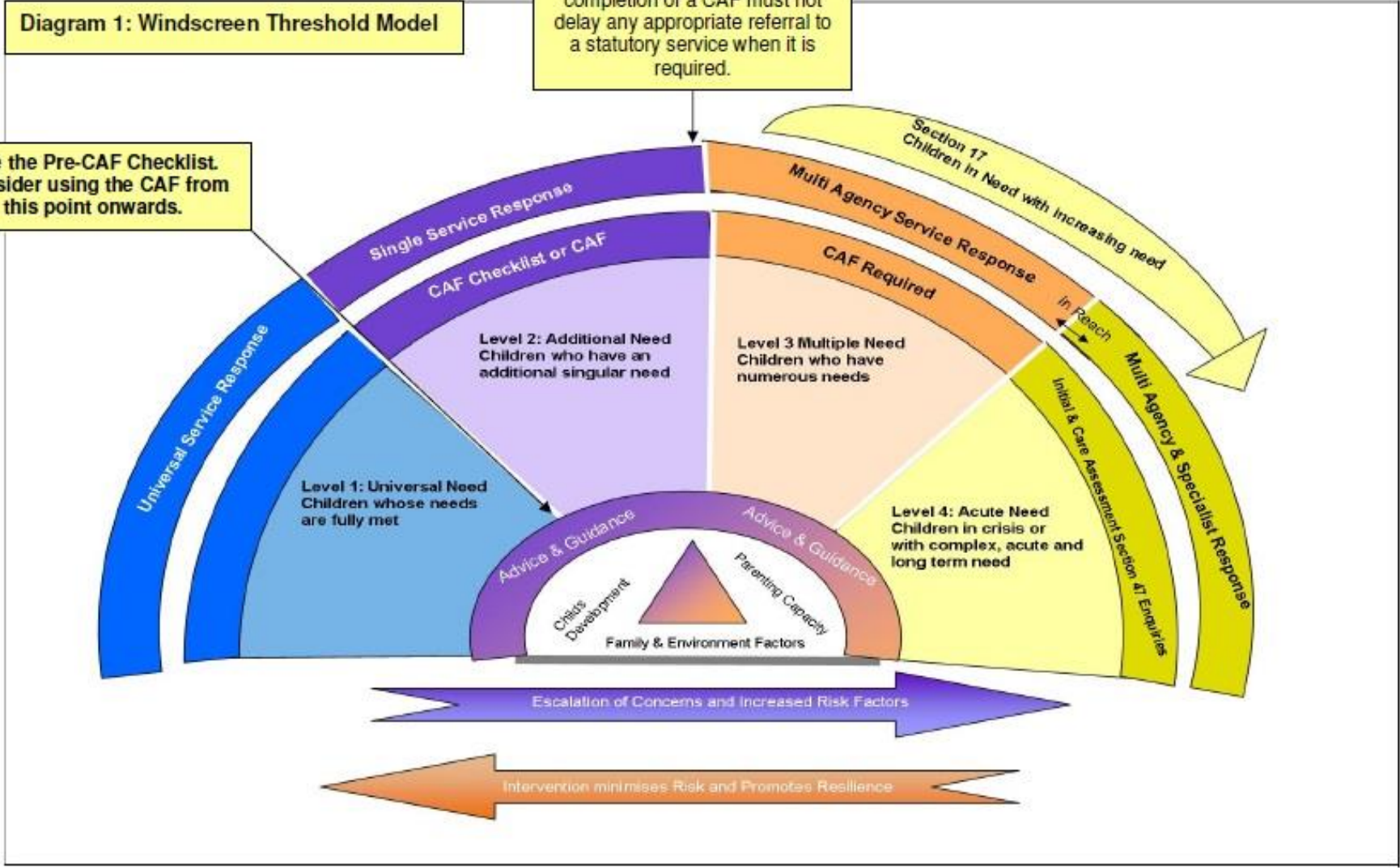


# SAFEGUARDING POLICY (Inc. EYFS)

Diagram 1: Windscreen Threshold Model

A CAF should always be used by agencies from this point - Please note however, that the completion of a CAF must not delay any appropriate referral to a statutory service when it is required.

Use the Pre-CAF Checklist. Consider using the CAF from this point onwards.





## **SAFEGUARDING POLICY (Inc. EYFS)**

### **Appendix 5**

#### **STAFF CODE OF CONDUCT IS CONTAINED IN THE STAFF HANDBOOK**

- 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings'.

<http://www.safeguardingschools.co.uk/wp-content/uploads/2013/06/Guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people.pdf>

#### **A summary of the key points**

Staff should be guided by the following advice in an attempt to avoid false allegations and situations which may give rise to misinterpretation:

- Avoid physical contact with pupils unless absolutely necessary. There are occasions when physical contact with a child may be proper or necessary, for example to demonstrate exercises or techniques during sports lessons. However, staff should always be able to justify why they made physical contact in any situation and the nature of the contact should be limited to what is appropriate
- Avoid being alone with a pupil if possible. There will be occasions when a confidential interview or a 1:1 meeting is necessary, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby.
- Maintain a professional tone and attitude when talking to students, avoiding overly personal comments, sarcasm, demeaning or insensitive comments and avoiding over-friendliness. Comments on a student's appearance should only be made in reference to an infringement of the dress code.
- Avoid discrimination against, or favour particular children to the exclusion of others.
- Never condone, or participate in, the behaviour of children which is illegal, unsafe or abusive
- Ensure that dress is appropriate to the formal environment in which you are working; clothing which could be seen as provocative should be avoided
- Staff are advised wherever possible not to transport pupils singly (eg in a car or minibus). If it is necessary to do so, inform a colleague/parent at the time of departure, and again at the time of arrival at the destination.
- Staff should be particularly careful when supervising pupils in extracurricular activities, residential trips or Duke of Edinburgh expedition. Typically, a less formal approach than usual is appropriate in these settings, but that can be open to misinterpretation. Although a more informal approach is usual in such circumstances, the standard of behaviour expected of staff will be no different from that expected within school.
- Alert a member of SMT if you feel a student is taking too personal an interest in you.



## SAFEGUARDING POLICY (Inc. EYFS)

### Social media and other communication

- Staff should never communicate with pupils through their own mobile phone number or email address: any necessary communication should be through school numbers and addresses which are monitored. For trips and visits, sports fixtures and day events, staff are asked under normal circumstances to use a School mobile phone for all communication with students and parents.
- Staff should also ensure that any social networking sites they use have the tightest security settings; school students should not be accepted as friends.)
- Staff should not use personal mobile devices to take and store images of children in a school setting.

<b>Doc name</b>	Safeguarding Policy		
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