Coston Primary School

Child Protection and Safeguarding Policy

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1. Introduction and Aims

At Coston Primary School it is the intention of the governors and staff that we provide a happy, secure and caring place in which everyone thrives, receives support and has the opportunity to achieve success.

This document sets out the overarching policy and procedures to be followed to safeguard children accessing services at the school.

Where services in the school are provided by a number of different organisations (for example Speech therapy, Educational Psychology); this policy and procedure must be followed for this school.

All school users should be familiar with its content. If this content is a variance with existing policies which would render this document ineffective the existing policies must be amended in accordance with this document.

However, this document does not replace existing agency or single organisation policies, but acts as a shared document to clarify safeguarding roles and responsibilities within a school in which a number of different services and organisations may deliver services.

If our premises are let to external providers or commission services they will be directed to refer to the Extended Schools Safeguarding and Best Practice Guidance July 2010.

This policy will be made available to all members of the school community in hard copy or electronically. It is also available on the school website to be accessed by parents/carers.

The staff and governors of Coston Primary School recognise their legal duty to safeguard children, including their legal duty to refer concerns of child abuse or neglect to the appropriate investigating agency, and also recognise that this duty of care extends to protecting children from harm and neglect outside the school.

The School Governing Body recognises the importance of supporting the school community in meeting its obligations regarding safeguarding and protecting children.

We aim to follow the procedures set out in Ealing’s Child Protection Policies and Procedures (Yellow Book), the London Child Protection Procedures; and (as applicable), The Early Years Foundation Stage. The following statutory guidance documents are also followed (copies available within the staff Safeguarding Induction File):

- Keeping Children Safe in Education (DCFS September 2018)
- Working Together to Safeguard Children (DfE July 2018)
- Guidance for Safer Working Practice for Adults who work with Children and...
We are committed to:

1. Raising the profile of Safeguarding and Child Protection, including the need for constant vigilance amongst staff and adults working at the school.
2. Establishing and implementing effective procedures for identifying, reporting, and monitoring all concerns about children/families.
3. Establishing and implementing effective working arrangements to support children in accordance with agreed child protection/child in need plans.
4. Providing a curriculum and learning environment, which promotes the development of the attitudes and skills children need to keep themselves safe.
5. Establishing and implementing the recommended procedures for safer recruitment as they apply to staff, students and volunteers.
6. Ongoing training for all colleagues.

2. Objectives of the Policy
The objectives of this policy are to:

1. Raise the awareness of everyone working at the school of their duty to act immediately in identifying and reporting concerns about children/families.
2. Clarify roles and responsibilities in relation to safeguarding children.
3. Clarify safeguarding roles and responsibilities for different organisations that deliver services in the school.
4. Set out the procedures for reporting initial concerns and making referrals.
5. Set out the procedures for the ongoing monitoring of children identified to be at risk.
6. Set out the procedures for reporting to and attending child protection meetings.
7. Set out the procedures for safer recruitment

3. Roles and Responsibilities
Every service or organisation that regularly delivers services to children and families in the school must have a dedicated person to act as the lead on all safeguarding children issues. This person would be the Designated Safeguarding Lead (DSL) or Nominated Safeguarding Children Advisor (NSCA) and the school office will maintain a list of all DSLs / NSCAs for the organisations delivering services in the school.

The role of the Designated Safeguarding Lead (DSL) is to:

1. Take the lead in safeguarding all children accessing the school.
2. The Headteacher will ensure that a deputy DSL is in place
3. Ensure that all staff know how to contact them or their deputy at all times.
4. Ensure they have up to date Safeguarding and Child Protection training (within two years).
5. Keep their local knowledge of Safeguarding and Child Protection policy and procedures current inline with local guidance (yellow book) and Government policy (London Safeguarding Children Guidance blue book.)
6. Provide advice to staff about how to take a concern or complaint forward.
7. Liaise with local statutory agencies to seek any further advice and guidance as needed.
8. Keep a record of any concerns, discussions, decisions and referrals.
9. Keep accurate records for all children on Children In Need (CIN) and Child Protection Plans.
10. Contribute to and attend case conferences, core groups or strategy meetings as required.
11. Ensure all staff are inducted and understand their role in local Safeguarding and Child Protection policies and procedures in line with Ealing’s Yellow Book.
12. Ensure that all Parents/Carers are made aware of the school’s Child Protection and Safeguarding Policy, through reference to it in our prospectus, website and home/school agreement. A notice about this, the name of the Designated Person, Deputy Designated Person and a poster explaining the school’s safeguarding procedures can be directly referenced from the Safeguarding Board located in our school entrance.

The Designated Safeguarding Lead (DSL) is responsible for:

1. Reporting immediate concerns, where the child is considered to be at imminent risk of harm to the police by dialing 999.
2. Reporting urgent concerns immediately to Ealing Children’s Integrated Response Service:
   Tel: (020) 8825 8000 Email: ecris@ealing.gov.uk
3. Taking advice from the local authority Child Protection Advisors, if unsure whether to make a referral, Child Protection Admin: Tel: 020 8825 8000
4. Discussing concerns with parents, before making referral unless there is a risk of further harm to the child.
5. All allegations made against staff, volunteers, students or governors must be reported:
   - To the Local Authority Designated Officer (LADO) Tel: 020 8825 8930 immediately, LADO or a nominated person in their absence will support the Nominated Safeguarding Children Advisor in following through appropriate procedures and actions.
   - And if the allegation is against the Headteacher this must be reported immediately to the LADO as above and to the Chair of Governors, and to:
     o Ofsted and
     o Schools Human Resources (if applicable)
6. Ensuring the recording and maintenance of appropriate records, which are kept securely.
7. Ensuring records and information is shared with appropriate professionals in line with local information sharing policy.
8. Managing the monitoring of attendance, development and wellbeing of children subject to Child Protection or Children In Need plans.
9. Providing ongoing supervision and guidance for staff working with children subject to Child Protection or Children In Need plans.
10. Ensuring that the school policies and procedures for safeguarding are known and adhered to by colleagues.
11. Acting as a source of advice within the school, seeking further clarification when needed and ensuring their own and staff training is up to date.
12. Identifying and addressing deficiencies in the internal safeguarding procedures as they arise.
13. Ensuring the appropriate person attends and contributes to case conferences and core group meetings.

The Governing Body is responsible for:

- Ensuring that appropriate safeguarding and child protection procedures are in place.
- Seeking advice from the Local Authority and Children’s Services when necessary.
- Nominating one of its members to have responsibility for safeguarding and child protection and to liaise with the DSL as necessary.
- Ensuring that the nominated governor (if applicable) undertakes child protection/safer recruitment training
- Reviewing the safeguarding policy and procedures annually.
- N.B. The Chair of the Governing Body (or named person in the reporting hierarchy) is the person responsible for liaising with the local authority if an allegation of abuse is made against the Headteacher.

The staff and other adults working with the children are responsible for:

- Actively protecting children they work with throughout the day.
- Bringing to the attention of the DSL or/and Headteacher any concerns regarding inappropriate handling of a child’s behaviour eg severe smacking or where Parents are suspected to be under the influence of alcohol or drugs.
- Following the established procedures.
- Immediately reporting and recording causes for concern to the DSL or their deputy. Taking the concern forward immediately in the event of the DSL and Deputy DSL’s absence.
- Providing written records stating the names of staff involved, children and date and time concerns were noted, reporting exactly what was seen and heard, this should be recorded as early as possible.
- Reporting any concerns about staff.
- To write reports as required for case conferences and core group meetings. (These must be shared with parents prior to meeting)
- Attending case conferences and core group meetings when asked to do so (staff will be given support in this).

**Practitioners should, in particular, be alert to the potential need for early help for a child who:**

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
• is in a family circumstance presenting challenges for the child, such as drugs and alcohol misuse, adult mental health issues and domestic abuse
• is misusing drugs or alcohol themselves
• has returned home to their family from care
• is a privately fostered child.

4. Identifying, Reporting, Referring, and Monitoring Concerns
Staff must be as objective as possible in observing and reporting concerns, writing down exactly what they see and hear, and keeping this distinct from their opinions and beliefs. Staff must also act sensitively at all times with the child and ensure only to ask non leading questions e.g. ‘How did you get the bruise?’ not ‘Did daddy/mummy hit you?’ It is good practice to have another member of staff within the vicinity to witness conversation.

The Designated Safeguarding Lead (DSL) must be informed at all times if there is a safeguarding concern within the school. If the DSL is not the Head Teacher, they must notify the Head Teacher of all safeguarding and child protection concerns arising at the school.

Professionals delivering services at or through the school from an independent organisation must inform the DSL if they have any safeguarding concerns relating to children using their services (for example after school club coaches).

The safeguarding responsibilities of the other services and organisations are set out below in relation to a range of circumstances that may occur in a school:

1. If a safeguarding concern is raised by a visiting member of staff about a child who is a pupil in the school the school DSL must be informed and take forward the complaint or concern.

   The DESIGNATED SAFEGUARDING LEAD (DSL) must inform the NSCA of the other organisation of this concern and the actions being taken as long as these do not relate to the other organisation itself.

2. If a safeguarding concern is raised by a member of staff about a child that is receiving a service being delivered solely by the other organisation the NSCA for that service or organisation must take forward the complaint or concern.

   The NSCA for the other organisation must inform the DSL of this concern who may then consider a joint investigation or need to take action as a consequence of this concern; for example to safeguard a sibling attending the school.

   These reporting responsibilities are set out in the following flow chart.

The DSL should enter the details in a flow chart and display this prominently within areas of the school. They should also ensure that all staff within other organisations (including supply teachers) working at the school are aware of these reporting responsibilities.
5. Reporting Responsibilities Flow Chart

This flow chart does not replace: ‘Responding to Children in Need and Signs of Abuse’ (Yellow Book page 31) which must be followed by all staff and organisations working in Ealing schools.

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A child shows signs of being in need or injury, neglect, emotional or sexual abuse

Please note: If the concern relates to actions of lead or other organisation, staff members follow guidance for Allegations against Professionals (in Yellow Book)

Immediately inform the Designated Safeguarding Lead and the Nominated Safeguarding Children Advisor (NSCA) for your own organisation (if different)

If you work for the school and the child is a registered pupil.

The DSL follows procedures and reports concerns to Children’s Services

If you work for another organisation and the child is in your care

The NSCA of your organisation follows procedures and reports concerns to Children’s Services

Regardless of the route taken, the Nominated Safeguarding Children Advisors/Designated Safeguarding Leads involved MUST feedback to each other the nature of the concern, actions taken and the outcome of the referral (if made)

Nominated Safeguarding Children Advisors/Designated Safeguarding Leads must consider the needs of any siblings accessing the school.

When following your procedures for reporting a concern regarding a child please refer to Ealing’s Thresholds
6. Procedures for raising concerns:
When raising a concern, the following procedures will be followed:

1. Staff, students, volunteers, or governors who have concerns about any child’s wellbeing or safety or any parent/carer’s behaviour, must record their concerns, using the Safeguard online logging system noting the:
   a. Date and time
   b. What they saw and heard, and
   c. Who else was involved.
   d. The nature of the recording- Early Help, Communication or Safeguarding Concern.

The DSL and Deputy DSL’s are notified by email immediately through the online recording system.

2. When appropriate the position of marks/bruising must be plotted on a body map with information of size/colour.

3. All recordings will automatically be dated by the person making the report.

4. In order to make the process objective and maintain confidentiality, concerns should not be discussed with colleagues at this stage - the Headteacher will decide whether, when and how best to consult colleagues.

5. The DESIGNATED SAFEGUARDING LEAD will draw together the immediate evidence/concerns about the child/family to inform the decision to make a referral. This should not delay the process of a making a referral.

7. Procedures for making a referral:
When making a referral, the following procedures will be followed.

1. The initial contact with parent/s must be well planned to ensure children’s welfare and parent(s) understanding and cooperation. Parents will normally be told of the referral unless this puts the child at risk, or in the case of suspected sexual abuse.

2. Prepare a chronology of significant events using the Ealing Children’s Integrated Response Service Referral and Assessment Form. Although this is required there must be no delay in making a referral if this information is not ready to hand.

3. Call the Ealing Children’s Integrated Response Service: Tel: (020) 8825 8000 Email: ecris@ealing.gov.uk and discuss concerns. **Note: If the child lives in another Borough, then the Social Services in that local authority should be contacted.** Never leave a message on an answer machine when making a safeguarding referral, always make sure you speak to someone and record the name of the person who you have made the referral to.

4. If you have made the decision not to inform the parents of the referral you must speak to a Social Worker in order to plan who will contact the parent(s) and when.

5. If you are not contacted by a Social Worker by the time the child is due to go home, call the Ealing Children’s Integrated Response Service again. You should phone the police if the child is about to go home and you are concerned that they are at immediate risk of significant harm.
6. At the end of the referral discussion the referrer and Ealing Children's Integrated Response Service should be clear about proposed action, timescales and who will be taking action, or that no further action will be taken.

7. All referrals from professionals should be confirmed in writing, by the referrer, within 48 hours.

8. If the referrer has not received an acknowledgement of the referral within 24 hours they must contact the Ealing Children's Integrated Response Service. Where there is to be no further action by Children’s Services, feedback should be provided by Children’s Services to the referrer about the outcome of this stage of the referral.

8. Procedures for monitoring children thought/known to be at risk
When monitoring a child thought or known to be at risk, the following procedures will be followed:

1. Online records of concern/incidents must be kept even if there is no immediate plan for a referral.

2. The DSL will inform the key person of their responsibility to keep and maintain record of information about the child.

3. The key person is responsible for maintaining records of wellbeing and progress. When levels of concern are high or a child is subject to a Child Protection or Child in Need plan, daily records will be needed for detailed monitoring of the child’s emotional wellbeing; relationships; physical wellbeing; play; toileting issues etc.

4. DSL to discuss aspects of a child’s wellbeing and progress during Pastoral meetings with the Headteacher. Also during Senior Leadership team meetings when relevant to obtain feedback from all colleagues, and to plan future action as a team.

5. The DSL must maintain a record of telephone and other relevant contacts with outside agencies, staff, and parents/carers in the child’s file.

6. Files are now all held online using Safeguard.

9. Female Genital Mutilation (FGM)
FGM is the procedure involving partial or total removal of the external female genitalia or other injury to the female genital organs for non – medical reasons.

FGM is classified into four major types:

1. Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).

2. Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are "the lips" that surround the vagina).

3. Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.

4. Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.
FGM is Child Abuse and is recognised by the United Nations as a violation of the human rights of girls and women. It reflects deep-rooted inequality between the sexes, and constitutes an extreme form of discrimination against women. It is nearly always carried out on minors (between infancy and age 15) and is a violation of the rights of children. It is illegal in the UK and it is child abuse.

FGM is under reported in this country. Over 24,000 girls under the age of 15 years in England and Wales are at risk from undergoing FGM either in this country or abroad. The summer holiday’s is the period when girls are mostly at risk of FGM. With your help, we can identify those at risk and together we can protect girls from undergoing FGM.

FGM has no health benefits, and it harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and interferes with the natural functions of girls' and women's bodies.

Immediate complications can include severe pain, shock, haemorrhage (bleeding), tetanus or sepsis (bacterial infection), urine retention, open sores in the genital region and injury to nearby genital tissue.

Long term consequences can include: recurrent bladder and urinary tract infections, cysts, infertility, an increased risk of childbirth complications and newborn death and a need for further surgery. For example, the FGM procedure that seals or narrows a vaginal opening (type 3 above) needs to be cut open later to allow for sexual intercourse and childbirth. Sometimes it is stitched again several times, including after childbirth, hence the woman goes through repeated opening and closing procedures, further increasing and repeated both immediate and long-term risks.

The communities in the UK that girls are most at risk of FGM include the Somali, Sudanese, Sierra Leone, Gambian, Liberian, Egyptian, Nigerian, Ethiopian and Eritrean communities. Non-African communities that practice FGM include Yemeni, Afghani, Kurdish, Indonesian, Malaysian and Pakistani Bohra Muslim communities.

FGM indicators may include:

- The girl may confide that she is to have a “special procedure” which will make her a woman or talk of a ceremony taking place for her or other siblings. There may be talk of vaccinations or talk of absence from school. Girls are more at risk of FGM during school summer holidays
- A girl or her family may talk about a long holiday to her country of origin or to a country where the practice is prevalent. This is not enough on its own but might be significant when added to other concerns.
- A mother or an older sibling had already undergone FGM

Signs that FGM may have occurred include:

- Prolonged absence from school with a noticeable change in behaviour on return
- Finding it difficult to sit still and appears to be experiencing discomfort or pain
- Spending a long time away from class for toilet breaks
- Asking to be excused from PE or swimming
- Suddenly visiting the school nurse more frequently
- A sudden change in dress
School staff can play a key role in protecting girls from FGM. If you think a girl is at risk of FGM or that FGM may have taken place you must report it immediately as you would any other form of child abuse.

1) You must inform your DSL

2) A referral must be completed and sent to children’s social care

3) In urgent cases, you should contact children’s social care or the police direct.

It is essential that the young person’s parents are not spoken to before a referral is sent to children’s social care.

A full risk assessment will be conducted and any decision to contact the young person’s parents will be made jointly by children's social care and the police. It is essential that all professionals within education are aware of this heinous crime and follow the above safeguarding procedures.

More information can be obtained from:

**Project Azure, Metropolitan Police**
Tel 020 71612888

**Dr Comfort Momoh (MBE) FGM Specialist**
Tel: 020 7188 6872
Mobile: 07956 542 576
E-mail: comfort.momoh@gstt.nhs.uk

**FORWARD**
Tel: 020 89604000
E-mail: naana@fowarduk.org.uk

**Daughters of Eve**
Mobile: 07983 030 488 or 07961 797173
E-mail (via website): www.dofeve.org/

**IKWRO**
Tel: 02092064607
email: www.ikwro.org.uk

**10. Procedures for reporting to and attending review meetings**

When reporting to and attending review meetings, the following procedures will be followed:

1. The DSL notifies Children’s Services immediately of any concerns or unauthorised absences involving Children Looked After (CLA) and children subject to Child Protection or Child in Need plans and record it on the child’s file.

2. The DSL and/or the child’s key person provide reports for and attend case conferences, core group meetings, and professionals’ meetings as required.

3. On transfer, records are passed on as appropriate to the DSL at the receiving school, Centre or childcare provision.

**11. Children missing from education**

A pupil missing from education for ten sessions or more is a potential indicator of abuse and neglect. Should a pupil go missing from school (education) the
Attendance officer will inform the DSL and contact the Educational welfare service. The DSL will consider further actions/support should it be required. For children who are on our vulnerable pupils register, contact with the Social Worker or other relevant professional will be made within 24 hours of any unauthorised absence.

12. Use of Mobile Phones and Cameras
This section is applicable to all schools that have children aged 3-5 years, under the Statutory Framework for EYFS requirements, in force 01.09.12.

See E-Safety Policy for guidance regarding dealing with allegations/incidents concerning mobile phones and cameras. Such allegations would be dealt with in the same way as any other Child Protection issues.

Children have their photographs taken to provide evidence of their achievements for developmental records (The Early Years Foundation Stage, EYFS 2012) and also in relation to school events. Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records under any circumstances.

13. Safer Recruitment
We follow the Safer Recruitment Practices outlined by the DCSF (2010), which aim to identify people who might be harmful or unsuitable at the outset, and prevent them from working with children.

The school aims to ensure insofar as is possible, that anyone seeking paid or voluntary work at the school is safe to work with children.

The school expects all staff and volunteers to share commitment to safeguarding and promoting the welfare of children.

Safer Recruitment requires the school to embed child protection and the safeguarding of children at every stage of the recruitment and selection process.

When recruiting staff, the following procedures will be followed:

1. At least one member of the interviewing panel will have been trained on a recognised Safer Recruitment course.
2. Ensuring job descriptions clearly state the responsibility staff have for safeguarding children and promoting their welfare.
3. Including specific reference to applicants’ suitability to work with children in future person specifications.
4. Use of application forms, which include necessary statements relating to the Rehabilitation of Offenders Act, and a Safeguarding Statement, which summarises the vetting process that will be undertaken. (Reference Local Authority Application Forms)
5. Scrutinising applicants’ education and employment history.
6. Resolving apparent gaps/discrepancies completely at the interview stage.
7. Obtaining independent references to assess the applicants’ suitability to work with children and addressing concerns that may arise.
8. We will ask for previous allegations founded and unfounded and if an applicant has been subject to any disciplinary procedures even if the time scale is spent.

9. A formal interview, which will include questions relating to safeguarding of children.

10. Verifying the successful applicants: identity, academic/vocational qualifications, employment history and experience and resolving anomalies, health and physical capacity for the job.

11. Processing the application for and obtaining enhanced Disclosure and Barring Service (DBS) disclosures.

**Single Central Record**

We maintain a Single Staffing Record of Recruitment and Vetting checks and a Record of ID Checks for regular and periodic supply staff.

The Single Central Record of DBS disclosures should include details of:

1. Name  
2. Role  
3. Organisation  
4. DBS number  
5. Date of DBS Disclosure  
6. Confirmation that the Headteacher or a person delegated by them has had sight of this disclosure  
7. Confirmation that the Headteacher or a person delegated by them has seen proof of identification such as a passport or Photo ID from a statutory agency or organisation contracted by the Local Authority. Copies of disclosures must not be kept on site.

**14. Managing Allegations Against Staff / Pupils**

We have a professional duty in light of our goals to provide a safe and happy environment and nurturing ethos, which fosters confidence, independence and learning, and we:

1. Recognise the importance of close contact with trusted adults for young children’s healthy development and its importance in building self-esteem and positive attachments between the staff and the children. **This is especially important for the youngest children who require the greatest amount of physical care, handling, and comforting.**

2. Foster the development of natural relationships between staff and children based on care, respect and love for the children, which includes close physical contact and warmth. This sort of contact is **not encouraged with students, volunteers and short-term agency staff.** Everyone is nevertheless, expected to always observe professional and appropriate boundaries in their relationships with the children.

To ensure a safe environment, the following procedures will be followed:

1. Activities where staff are alone with a child or group of children for a short period of time – e.g. during story times, must be planned, agreed and recorded by the Headteacher or delegated manager to ensure that staff qualification and ratios are met at all times, and risk assessment carried out as appropriate.
2. Any staff member unsupervised for an activity with Foundation Stage children must be qualified at level three or above. (Statutory Framework for Early Years Foundation Stage May 2008 Appendix 2)

3. The changing areas for key stage two pupils are separate to the main classroom so that boys and girls can change separately. Teachers, TAs or Coaches should stand in the classroom so that they can supervise the children at all times. Children in foundation stage and key stage one should change together in the classroom. Parents are not allowed in the changing rooms. ARP staff will follow the ‘Intimate and Personal Care’ policy for changing pupils in the ARP.

4. Staff who supervise children getting changed for swimming must supervise them in the changing rooms at Gurnell Swimming Pool.

5. Permanent members of staff (in pairs) should change children’s clothes. This should be recorded in the Welfare book.

6. Staff must inform another colleague when they are changing a child who can also be present.

7. Staff must keep a record of changes of children’s clothing, toilet training and any other occasion when it is necessary to change a child or help them in the toilets. This needs to be recorded in the Welfare book.

8. If parents take their own child to the toilet area, staff must ensure that no other children are left alone in this area at the same time.

9. Contractors working on site must not be allowed in changing areas or toilets if children are on the premises.

In the event of an allegation being made against staff the procedure is to:

1. Report the allegation to the DSL (except for allegations about the DSL), which must be reported to the Headteacher. This person will report it to the Local Authority’s Designated Officer (LADO) immediately.

2. The person who has reported the incident to the Local Authority’s Designated Officer (LADO) must not talk to any members of staff or other person until advised to do so by the Local Authority’s Designated Officer. The member of staff concerned must not be told about the subject of the allegation as this can hinder and affect the investigation procedure.

3. The Local Authority’s Designated Officer will consult as necessary with the Headteacher/Police/Child Protection Advisor and HR to consider the evidence/information and will advise on the required course of action.

We recognise that sometimes pupils will negatively affect the learning and well-being of others and that their behaviour will be dealt with under the school's Behaviour Policy. Occasionally, allegations may be made against pupils, including pupil to pupil allegations, which are of a safeguarding nature. In the event of an allegation being made against a pupil the procedure is to:

1. Report the allegation to the DSL.
2. The DSL will follow Local Authority and DfE guidelines.

15. Training
To ensure safe practice the following training must be undertaken:

1. The DSL must undertake Ealing Safeguarding Children Board approved training through attendance at Ealing Safeguarding Children Board or other relevant Governors Safeguarding Training. This training must be renewed every two years.

2. Whole staff group and or individual training will be undertaken every 2 years or more often if required. This training will be provided by trainers authorised by Ealing Safeguarding Children Board.

3. All staff must be able to demonstrate a general awareness of known indicators/predisposing factors of abuse/neglect as well as detailed knowledge of the agreed policies and procedures.

4. All front line staff, including reception staff must be trained to pass on calls about the safety of children to the DSL or other member of Senior Management Team.

5. The DSL will ensure their and other staff training is kept up to date and will keep a log of all relevant training. This will include options for on-line training modules that can be accessed from Ealing Safeguarding Children Board.

6. The governing body training must take place every two years. The Headteacher and the Chair of Governors or a nominated governor will attend the National College Safer Recruitment training.

16. Supervision of Volunteers
Any adult working in our school on a voluntary basis will be supervised effectively. Volunteers will receive information and basic training in safe conduct and what to do if they have concerns about a child (induction sheet). Volunteers will be carefully selected and vetted to try to ensure they do not pose a risk to children. All references will be checked and verified.

17. Best practice – supporting children’s safety through learning
The time that children at risk spend at school may be the only stable and predictable part of their lives.

It is especially important to provide our children in these circumstances, with a secure, caring environment and a curriculum that is based directly on their observed developmental and care needs, capabilities and interests. Vulnerable children may need the support of a key worker or mentor to help achieve this.

We recognise the fundamental role that children’s personal, social and emotional development plays in their wellbeing and their ability to develop and learn ‘normally’ – as well as the potential impact it might have on their ability to stand up for themselves and keep themselves safe.

We therefore plan to:

- Build children’s self esteem, self-awareness, and self-confidence.
- Build their ability and willingness to say what they want/need and speak up for themselves, knowing they will be listened to.
- Help them understand boundaries and acceptable behaviour.
• Help them understand that they have the right to feel safe and not be frightened.
• Help them deal with conflicts by talking, explaining their motives and negotiating.
• Teach them to say no if they don’t like something/don’t want to do something.
• Help them think about keeping safe/keeping away from danger including e-safety.
• Teach them where to go for help and how to ask for it.

18. Information
At Coston Primary School, Charmaine Golley (Assistant Headteacher) is the Designated Safeguarding Lead (DSL).

In her absence this role is covered by Deputy DSL’s – Head Teacher, Deputy Head Teacher and Inclusion Manager

This policy is implemented following discussion and consultation with staff and governors.

This policy will be reviewed annually by the DSL and will be approved by governors. The school participates in the Local Authority Safeguarding Audits and recommended actions will be the responsibility of the Designated Teacher.

The named safeguarding governor will visit the school termly and provide a written report to the Strategic Management Team and the Full Governing Body.

20. Useful Information
This policy and procedure should be used in conjunction with Ealing’s Yellow Book (Child Protection Policy and Procedures) 2011.

The Yellow Book is the key reference document for all staff, students and volunteers working with children and young people in Ealing, and has informed this Policy and Procedures. A copy of the Yellow Book can be found on the Safeguarding Board in the staffroom and the school office. Phase Leaders and SMT also have copies.

All contact details for relevant local authority staff linked to Safeguarding and the appropriate agencies can be found on the Ealing Grid for Learning

21. Key documents
The following are key documents that support the procedures within this policy which can be found in Ealing’s Yellow Book:

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<th>Information:</th>
<th>Forms:</th>
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<tr>
<td>Guidelines for the Nominated Safeguarding Person</td>
<td>Incident Reporting Log</td>
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<tr>
<td>Other Relevant Legislation</td>
<td>Code of Conduct for Staff and Volunteers</td>
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<tr>
<th>Decision Flowcharts / Guides:</th>
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<tr>
<td>1. Responding to children in need and signs of abuse guide</td>
<td>Page 31</td>
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<tr>
<td>2. Responding to allegations of abuse against someone working within and outside the organisation’s flowchart</td>
<td>Page 33</td>
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</table>
This policy should be cross referenced to the following Policies:

- Anti-bullying policy
- Inclusion Policy
- Intimate & Personal Care of Children Policy
- PSHE policy
- Health and Safety Policy.
- E-Safety Policy
- Safeguarding Policy