**The William Hogarth School**

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**Safeguarding and Child Protection Policy**

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**IF YOU ARE WORRIED ABOUT A CHILD**

**AUP** Acceptable Use Policy

# **ABBREVIATIONS**

**CCTV** Closed Circuit Television

**CEOP** Centre for Child Exploitation and Online Protection

**CFAN** Child and Family Assessment Notification Form

**CPOMS** Child Protection Online Management System

**CLA** Children Looked After

**DBS** Disclosure and Barring Service

**DfE** Department for Education

**DSL** Designated Safeguarding Lead

**EWO** Education Welfare Officer

**FGM** Female Genital Mutilation

**HSCB** Hounslow Safeguarding Children Board

**LAC** Looked After Child

**NSPCC** National Society for the Prevention of Cruelty to Children

**PANTS** Private means private

Always remember your body belongs to you

No means no

Talk about secrets that upset you

Speak up, someone can help

**Parent** Person with parental responsibility

**PSCHE** Personal Social Citizenship and Health Education

**SBM** School Business Manager

**SCR** Single Central Record

**SEND** Special Educational Needs and/or Disability

**SENDCO** Special Educational Needs and Disabilities Coordinator

**SMSA** School Meals Supervisory Assistant

**SMSC** Spiritual Moral Social and Cultural

**Safeguarding is defined as**

# **DEFINITIONS**

* **protecting children from maltreatment,**
* **preventing impairment of children’s health and / or development,**
* **ensuring that children grow up in the provision of safe and effective care and**
* **taking action to enable all children to have the best life chances.**

(The Children Act, 2004 and the government guidance document “Working Together To Safeguard Children)

**Child abuse is defined within *four* categories**

|  |  |
| --- | --- |
| **Emotional Abuse**  The persistent emotional maltreatment of a child. | **Physical Abuse**  Involves any action that causes physical harm to a child, including the fabrication of symptoms of illness, or deliberately inducing illness. |
| **Sexual Abuse**  Involves forcing or enticing a child or young person to take part in sexual activities, including non-contact activities. | **Neglect**  The failure to meet a child’s physical and / or psychological needs. |

Fuller definitions may be found on p10 of ‘Keeping Children Safe in Education’ (KCSE) Part 1: Information for all school and college staff. Signs and symptoms of child abuse and neglect and possible indicators of child sexual exploitation are given in Appendix 1.

Safeguarding is not just about protecting children from deliberate harm. It includes issues such as:

|  |  |
| --- | --- |
| **School**   * bullying (including cyber-bullying) * educational visits * school security, taking into account the local context * children’s health and safety * e-safety * racist, homophobic or transphobic abuse * discrimination or abuse attributable to disability * preventing radicalisation and / or extremism (the ‘Prevent Duty’) * peer-on-peer abuse * management of contractors * intimate care * providing first aid * management of visitors * meeting the needs of pupils with medical conditions, including mental ill-health * harassment and discrimination | **Homes & Families**   * poor parenting, particularly in relation to very young children * private fostering * self-harm * sexting * trafficking * use of physical intervention * other issues which may be specific to the local area and / or school community * child sexual exploitation * domestic violence * drug and substance misuse * e-safety * fabricated or induced illness * faith abuse * female genital mutilation * forced marriage * so-called ‘Honour-based’ violence * gangs and youth violence * gender-based violence / violence against women and girls * harassment and discrimination |

**This Safeguarding and Child Protection Policy forms part of a suite of documents and policies in our Safeguarding Manual (see Appendix 2) which can be located in the School Office.**

The William Hogarth School is committed to ensuring that children are effectively safeguarded from the potential risk of harm. The safety and well-being of children are given the highest priority in all aspects of the school’s work. We support this by maintaining an ethos where staff, pupils, parents and governors feel comfortable sharing their concerns, confident in the knowledge that effective, appropriate action will be taken.

# **PURPOSE, AIMS & MISSION**

|  |  |
| --- | --- |
| **Purpose of this Child Protection Policy** | To inform staff, parents, volunteers and governors about our responsibilities for safeguarding children.  To enable everyone to have a clear understanding of how these responsibilities should be carried out.  The policy applies to all adults, including volunteers, and it is expected that everyone working in or for our school shares the responsibility to keep children safe from harm and abuse, with an understanding of how to do so. |
| **Partnership with Parents** | The William Hogarth School shares a purpose with parents to educate, keep children safe from harm and promote their welfare. Throughout this policy, ‘parents’ denotes those with parental responsibility.  Our Child Protection Policy is available publicly, either via the school website, or by requesting a hard copy at the school office. |
| **School Staff and Volunteers** | All staff at The William Hogarth School have a responsibility to provide a safe environment in which children can learn.  As a result of their regular daily contact with children, school staff and volunteers are particularly well placed to observe outward signs of potential abuse such as, changes in behaviour or failure to develop.  All school staff will receive appropriate safeguarding children training ***annually*** so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.  All staff members should receive safeguarding and child protection updates (for example via email, e-bulletins, staff meetings) as required, but at least ***termly***, to provide them with relevant skills and knowledge to safeguard children effectively. The Designated Safeguarding Lead is responsible for keeping staff updated.  Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the SBM / School Office / Designated Safeguarding Lead on arrival (including Child Protection Policy, and Code of Conduct). |
| **Mission Statement** | Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.  Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.  Ensure children know that there are adults in the school whom they can approach if they are worried.  Ensure that children who have additional / unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused or neglected.  Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.  Advise staff members working with children to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.  Ensure that all adults who have contact with children in The William Hogarth School have been properly vetted and cleared as suitable to work and support children.  Implement clear procedures for identifying and reporting cases, or suspected cases, of abuse / neglect.  Monitor the support provided for all children for whom a child protection need has been identified. |
| **Implementation, Monitoring and Review of the Child Protection Policy** | This policy will be reviewed annually by the governing body. It will be implemented through the school’s induction and training programme, and as part of our day-to-day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead and through staff performance measures. |

These aims will be met through:

* Safe Working Practice
* Clearly identified roles and responsibilities
* Rigorous child protection procedures
* Adherence to Safer Recruitment and Selection practices
* Effective induction and training
* The design of the school curriculum, so that children are equipped with the skills needed to keep themselves safe
* Security of the school site

# **STATUTORY FRAMEWORK**

In order to safeguard and promote the welfare of children, The William Hogarth School will act in accordance with the following legislation and guidance:

* The Children Act 1989
* The Children Act 2004
* Education Act 2002 (Section 175/157)

*Outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils.”*

* Hounslow Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
* Keeping Children Safe in Education (DfE, September 2016)
* Keeping Children Safe in Education: Part One – information for all school and college staff (DfE, September 2016
* Working Together to Safeguard Children (DfE 2015)
* The Education (Pupil Information) (England) Regulations 2005
* Sexual Offences Act (2003)
* Section 26, The Counter Terrorism and Security Act 2015 (PREVENT Duty)
* Female Genital Mutilation Act (2003), (Section 74, Serious Crime Act 2015)

Working Together to Safeguard Children (DfE 2015) requires each school to follow the procedures for protecting children from abuse which are established by the Hounslow Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

* A child may have been abused or neglected, or be at risk of abuse or neglect;
* A member of staff (including visitor, governor, volunteer or contractor) has behaved in a way that has, or may have harmed a child, or that indicates they might pose a risk of harm.

# **STAFF CODE OF CONDUCT :**

# **Safer Working Practice, Roles and Responsibilities**

We recognise that because of their day-to-day contact with children, members of school staff (including volunteers) are in a position to identify concerns early and provide help for children, so that concerns do not escalate. It is the responsibility of all adults working in school to:

* Establish and maintain a safe environment in which children can learn, where they feel secure and know and trust that there are adults who will listen to them and whom they can approach if they are worried
* Identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm
* Take appropriate action, where need is identified, working with other services, including social workers, as required.

In addition, adults must comply with safer working practice, in line with ‘Guidance for Safer Working Practice for those working with Children and Young People in Education Settings’ (Oct 2015) to ensure that safeguarding is proactive and preventative by:

* Understanding that children’s welfare comes first and that they have a responsibility to safeguard and promote it
* Take responsibility for their own actions and behaviour, avoiding any conduct which would lead any reasonable person to question their motivations and / or intentions
* Working, and being seen to work, in an open and transparent way
* Working in an open environment, especially if working with an individual child away from others
* Speak clearly so that children do not need to come close to hear
* Having regard to overall proximity, maintaining safe and appropriate distances and avoiding touching children, unless necessary for their safety or education, following these guidelines:
* Ask permission, saying what you intend to do and explaining why
* Stop if a pupil seems uncomfortable, unless it would be unsafe to do so
* Only touch hand, arm or shoulder nearest you and avoid reaching across the body
* Move away as soon as contact is no longer required
* Acknowledging that deliberately invented / malicious allegations are extremely rare and that all concerns should be reported and recorded
* Discussing and / or taking advice promptly from their line manager if they have acted in a way which may give rise to concern
* Treating every member of the school community with respect and dignity, regardless of culture, disability, gender, language, racial origin, religious belief or sexual orientation
* Not consuming or being under the influence of alcohol (or any other substance), including prescribed medication, which may affect their ability to care for children
* Being an exemplary role model by not smoking, swearing, allowing suggestive conversations or jokes, using a mobile phone during lessons, or wearing less than professional clothing when in the company of pupils
* Being constructive and enthusiastic when giving feedback, rather than making negative, critical or personal remarks
* Not taking photographs or videos of children, unless signed consent has been obtained from a parent or carer
* Being aware that any breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and / or proceedings including barring by the Disclosure and Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct, prohibition from teaching by the National College of Teaching and Learning (NCTL).

**It is the responsibility of all employees of the school to:**

* Attend training in child protection annually. In addition, their knowledge and skills should be refreshed regularly, where changes occur in the interim to legislation, guidance or information
* Undertake Prevent awareness training every three years. In addition, their knowledge and skills should be refreshed regularly, where changes occur in the interim to legislation, guidance or information
* Be alert to signs of abuse and neglect and report concerns immediately to the DSL or Deputy DSL, in line with school procedures.
* Alert the Chair of Governors (Andy Rooney) if the concern relates to the Head Teacher
* Make accurate, dated notes of first-hand information received using CPOMS (the Child Protection Online Management System) whenever possible so that the DSL is alerted promptly, or using the school’s Safeguarding Concern Form – Appendix 3.
* Take further action, only as advised by the DSL, for example conversations with children or parents.

# **Volunteers, Work Experience Students and Other Visitors Who Have Contact With Children**

Volunteers and visitors are expected to:

* Provide documentation on request to confirm their identity
* Agree to, or provide evidence of, suitable checks (Disclosure and Barring Service), as appropriate, before commencing work in the school
* Comply with safer working practices (see above)
* Have only supervised access to the children unless full DBS checks are in place
* Report any concerns immediately to a member of staff who will direct them to the DSL if necessary.

# **THE DESIGNATED SAFEGUARDING LEAD**

**Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post, including committing resources and, where appropriate, supporting and directing other staff.**

**THE DESIGNATED SAFEGUARDING LEAD AT THE WILLIAM HOGARTH SCHOOL IS:**

**NAME: Avril Stockley, Headteacher**

**The DEPUTY SAFEGUARDING LEAD IS:**

**NAME: Katie Rees, Deputy Head**

**The broad areas of responsibility for the Designated Safeguarding Lead (DSL) are:**

# **Managing Referrals and Cases**

* Ensure all staff and volunteers understand their responsibility for referring concerns about children
* Refer all cases of suspected abuse or neglect to the Local Authority Children’s Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed), and to the Channel programme where there is a radicalisation concern
* Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
* Support staff who make referrals
* Share information with appropriate staff in relation to a child’s looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an Interim Care Order, or Care Order) and contact arrangements with birth parents or those with parental responsibility
* Ensure they have details of the CLA’s social worker and the name of the virtual school Headteacher in the authority that looks after the child
* Be alert to specific needs of children, especially those at high risk, for example those with special educational needs, and young carers
* Notify children’s social care if there is an unexplained absence of more than three days of a pupil who is subject to a child protection plan
* Develop effective links with relevant agencies and liaise with any ‘case manager’ as required with their enquiries regarding child protection matters, including attendance at case conferences
* Develop and follow procedures where an allegation is made against a member of staff or volunteer

# **Training**

* The DSL should undergo formal training every year. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed regularly (for example, via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:
* Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
* Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review 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 safeguarding and child protection policy and procedures at The William Hogarth School, especially new and part-time staff
* Understand the requirements of the Prevent Duty so that they are able to provide advice and support to staff on protecting children from the risk of radicalisation
* Be able to keep detailed, accurate, secure records (written or online) of concerns and referrals and ensure that these are stored securely
* Obtain access to resources and attend any relevant training or refresher courses
* Ensure all other staff receive timely induction, training and refresher training
* Encourage a culture of listening to children, taking into account their wishes and feelings with regards any measures the school may put in place to protect them

# **Raising Awareness**

* The DSL should ensure the school’s policies are known, understood and used appropriately
* Ensure The William Hogarth School’s safeguarding and child protection policy is reviewed annually and the procedures are updated and reviewed regularly, working with the governing body to achieve this
* Ensure that proper procedures and policies are in place and that they are followed with regard to child protection and safeguarding
* Ensure that all members of staff, other adults who have contact with children in the School and members of the governing body know the name of the DSLs and their role
* Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and for referring any concerns to the DSL
* Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the school’s role and responsibility
* Link with the Local Safeguarding Children’s Board (HSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
* Where children leave The William Hogarth School, ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible, but transferred separately from the main pupil file
* Obtain proof that the new school /setting has received the safeguarding file for any child transferring and then destroy any information held on the child in accordance with data protection guidelines
* When a child leaves and the new school is not known, ensure that the local authority is alerted so that the child’s name can be included on the database for missing pupils.

# **THE GOVERNING BODY**

**Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.**

**THE NOMINATED GOVERNOR FOR CHILD PROTECTION AT THE WILLIAM HOGARTH SCHOOL IS:**

**NAME: Mr Roger Shortt Contact Details: 020 8994 4782**

**THE DEPUTY NOMINATED GOVERNOR FOR CHILDREN PROTECTION AT THE SCHOOL IS:**

**NAME: Mrs Suzanne da Silva Contact Details: 020 8994 4782**

The responsibilities placed on governing bodies include:

* Contributing to inter-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified
* Ensuring that an effective child protection policy is in place, together with a staff code of conduct policy
* Ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2016) and stay aware of specific safeguarding issues
* Appointing an appropriate senior member of staff to act as the DSL and Deputy DSL
* Ensuring that the DSL and Deputy DSL undergo formal child protection training annually and receive regular safeguarding refreshers (for example, via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
* Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
* Ensuring that children are taught about safeguarding in an age appropriate way
* Ensuring appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies is provided in **Annex C of Keeping Children Safe in Education (DfE 2016)**
* Having an informed, named governor to support and challenge school leaders regarding responsibility for the school’s safeguarding arrangements.

In addition, the nominated safeguarding governor will:

* Ensure that a safeguarding audit is conducted annually, including review of this policy and practice, so that actions identified are addressed promptly and effectively
* Meet with the DSL termly to monitor the policy and safeguarding in the school
* Ensure safer recruitment practices are always followed so that only persons suitable to work with children are employed in the school, or work here in a voluntary capacity
* Ensure child protection is integrated with induction procedures for all new members of staff and volunteers
* Monitor the Single Central Record half-termly
* Undertake annual training in safeguarding
* Take appropriate action where safeguarding concerns are raised about a member of staff, with reference to ‘Hounslow Council Child Protection Procedures for Dealing with Allegations Against Teaching and Other Staff’, October 2012. (The Chair of Governors, Andy Rooney, should be contacted directly where there are allegations / complaints against the Head Teacher).

# **WHEN TO BE CONCERNED**

# **A child-centred and co-ordinated approach to safeguarding:**

Safeguarding and promoting the welfare of children is **everyone’s responsibility.** In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child-centred.** This means that they should consider, at all times, what is in the best interests of the child.

The William Hogarth School and its staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the child(ren) to do so, and looking at alternatives where it is not, whilst acting in the **best interests of the child at all times.**

# **Children who may require early help:**

If you are unsure whether a child may require early help, speak to a member of the Management Team or SENCO for guidance and advice.

All staff should be aware of the **early help process,** and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child’s needs. It is important for children to receive the right help at the right time, to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any ongoing / escalating concerns so that consideration can be given to a referral to Children’s Services (Safeguarding and Specialist Services) if the child’s situation doesn’t appear to be improving.

Further information can be obtained from Early Help Hounslow.

# **High-Risk Factors**

Staff and volunteers working within The William Hogarth School should be vigilant to the potential need for early help for children who may be especially vulnerable due to high-risk factors, such as those who have (or whose families have) complex needs. Other high-risk factors might include:

|  |  |
| --- | --- |
| * Children with a disability * Children with social, emotional or mental health needs * Children who are, or have been in care * Children who are in ‘Private Foster Care’ * Parental substance misuse * Parent(s) with learning difficulties * Children with special educational needs * Children who are showing signs of engaging in anti-social or criminal behaviour | * Parent(s) with poor mental health * Families with past history of childhood abuse * Families where there is domestic violence * Children / Families that may face discrimination or social isolation * Children from cultures where ‘honour killings’ and forced marriage are prevalent * Children who are acting as young carers * Children who are self-harming * Children who are showing early signs of abuse and / or neglect |

There are specific risk factors for Female Genital Mutilation (See Appendix 4).

School staff should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect.** They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be need of help or protection.

*See* **Appendix 5** *for information on indicators of abuse.*

# **Children With Special Educational Needs and Disabilities:**

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

* Assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child’s impairment without further exploration
* Awarenes that children with SEND can be disproportionally impacted by things like bullying, without outwardly showing any signs
* Communication barriers and difficulties, as well as mental health issues
* Reluctance to challenge carers. Professionals may over-empathise with carers because of the perceived stress of caring for a disabled child
* Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
* The child’s understanding of abuse
* Lack of choice / participation
* Isolation

# **Peer On Peer Abuse**

Education settings are in important part of the inter-agency framework, not only in terms of evaluating and referring concerns to Children’s Services and the Police, but also in the assessment and management of risk that the child may pose to themselves and others in the setting.

At The William Hogarth School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against pupils by other children in the school which are of a safeguarding nature. Like other disclosures, these may relate to incidents that have taken place outside school. If one child causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

* Whether there is a large difference in power, for example age, size, ability, development, between the young people concerned
* Whether the perpetrator has repeatedly tried to harm one or more children
* Whether there are concerns about the intention of the alleged perpetrator

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional, and can include gender-based violence / sexual assaults, sexting, peer on peer exploitations, sexual bullying or harmful sexual behaviour.

At The William Hogarth School we recommend using The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at: [**www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool**](http://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool) **.**

Guidance on responding to and managing sexting incidents can be found at: [**http://www.thegrid.org.uk/info/welfare/child\_protection/reference/index.shtml#sex**](http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex) **.**

Staff should recognise that children are capable of abusing their peers and understand that this should not be tolerated or passed off as ‘banter’ or ‘part of growing up’. Where staff consider that the complaint raises a safeguarding concern, a factual record is made of the allegation, but no attempt is made to investigate the circumstances until the DSL has been informed. The DSL then contacts social services to discuss the case and follows through the outcomes of the discussion, making a referral to social services where appropriate and discussing the matter with parents as advised. The DSL makes a record of the concern, discussions, actions and outcomes as they relate to both / each pupil for individual files.

In situations where the school considers a safeguarding risk is present, a risk assessment is prepared along with a preventative supervision plan. This plan is monitored and a date set for a follow-up evaluation with everyone concerned.

In order to minimise the risk of peer on peer abuse, The William Hogarth School:

* Provides a developmentally appropriate PSCHE curriculum which develops children’s understanding of acceptable behaviour and how to keep themselves safe
* Has systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued
* Has robust risk assessments where appropriate
* Has relevant policies in place

If a child discloses that s/he has been abused in some way, the member of staff / volunteer should:

# **DEALING WITH A DISCLOSURE**

* Listen to what is being said without displaying shock or disbelief
* Accept what is being said
* Allow the child to talk freely
* Reassure the child, but not make promises which it might not be possible to keep
* Never promise a child that they will not tell anyone – as this may ultimately not be in the best interests of the child
* Reassure him or her that what has happened is not his or her fault
* Stress that it was the right thing to tell
* Listen, only asking questions when necessary to clarify
* Not criticise the alleged perpetrator
* Explain what has to be done next and who has to be told
* Pass the information to the Designated Safeguarding Lead without delay by recording the incident on CPOMS, with staff who need to know alerted. If CPOMS cannot be accessed, a Safeguarding Concern Form (**Appendix 3**) should be completed and returned to the DSL. This information will be transferred to CPOMS as soon as practicable.
* The DSL will decide on the appropriate course of action (**Appendix 6**) and record any follow-up actions on CPOMS, informing the person making the referral of the action taken, professionals notified and outcomes.

See flowchart at Appendix 6.

If a decision is taken to make a referral to children’s social care, this is done by telephone call in the first instance, via Early Help Hounslow. As soon as possible, and within 48 hours, a Child and Family Assessment Notification Form (CFAN) is completed by the DSL (or person acting in their absence) and sent to the social care office where the initial referral was made. In most cases, the school will inform parents if a referral is to be made and endeavour to seek their agreement for this to happen. The school will not inform parents if they believe such a discussion would place the child at risk of significant harm.

If a decision is made not to refer to children’s social care, the concern is recorded on CPOMS. This will include the details of the concern and context. Other members of staff are alerted on a ‘need to know’ basis so they are aware a concern has been logged. Any further discussions, telephone calls or meetings in relation to the child are also recorded.

# **Support**

Dealing with a disclosure from a child and safeguarding issues can be stressful. The member of staff or volunteer should therefore consider seeking support for him/herself and discuss this with the DSL.

**If a school staff member receives a disclosure about potential harm caused by another staff member, they should see – ALLEGATIONS INVOLVING SCHOOL STAFF / VOLUNTEERS – section of this policy.**

# **RECORD KEEPING**

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded on CPOMS or in writing. If in doubt about recording requirements, staff should discuss with the DSL.

When a child has made a disclosure, the member of staff / volunteer should:

* Record as soon as possible after the conversation. Use CPOMS wherever possible, or the school record of concern sheet
* Do not destroy the original notes in case they are needed by a court
* Record the date, time, place and any noticeable non-verbal behaviour
* Record the words used by the child
* Use the ‘Body Map’ on CPOMS wherever possible, or draw a diagram to indicate the position of any injuries
* Record statements and observations, rather than any interpretations or assumptions

The DSL must be alerted via CPOMS wherever possible. All hard copies and paper records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer. The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is / has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child’s academic file. Where the receiving school also has CPOMS, the records will be transferred via CPOMS.

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff / volunteers at The William Hogarth School.

# **INFORMATION SHARING & CONFIDENTIALITY**

* The school respects the right of all members of the school community to confidentiality
* All school records, as well as verbal information given, about children, their families, members of staff or others are treated in strict confidence by members of staff and governors who may become party to it
* Staff / volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts, on a ‘need to know’ basis
* However, the school recognises that sharing information to facilitate integrated working across services is important with the aim of delivering more effective intervention at an early stage. Therefore, all staff at The William Hogarth School, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children’s Services: Safeguarding and Specialist Services and the Police)
* It is critical where there is reasonable cause to believe a child **may be suffering or at risk or suffering significant harm** and such concerns may justify sharing information without parental consent.
* The school follows guidance ‘Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers’.
* Volunteers and other adults in the school are reminded of the importance of confidentiality during their induction.
* If a child confides in a member of staff / volunteer and requests that the information is kept secret, it is important that the member of staff / volunteer tells the child in a manner appropriate to the child’s age / stage of development, that they cannot promise complete confidentiality. Instead, they must explain that they may need to pass information on to other professionals to help keep the child (or other children) safe.
* Similarly, if personal or sensitive information is given by an adult to a member of staff, the adult should be told that the Head Teacher may have to be informed, unless the information constitutes an allegation against the Head Teacher, in which case, the Chair of Governors will be informed.
* Written records which contain sensitive information, such as those referring to child protection or vulnerable pupils are secured in locked filing cabinets and should not be removed from the school premises except for professional purposes, with the express permission of the DSL. If the information needs to be shared within school, child protection records should be read only in the Head Teacher’s office or on the secure CPOMS system at a time and location where confidentiality can be maintained.
* The Seven Golden Rules of Information Sharing are attached at **Appendix 7.**

# **Photographing, Videoing and the Use of Mobile Devices**

At The William Hogarth School, we acknowledge the value of photographs and video images as a tool for learning and as a way of recording the children’s achievements and promoting success. However, the need to safeguard the privacy, dignity, safety and wellbeing of pupils is paramount. Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for the taking of photographs to raise concerns or lead to misunderstandings. **It is not appropriate** for adults in school to take photographs of children for their personal use on any form of device (See E-Safety Policy and Acceptable Use Policy).

The following safeguards are in place:

* Written permission is sought from parents when their child joins the school and at least annually for photographs taken of their children to be used on the school website, subject to the condition that names are not published alongside photographs without express permission
* Children’s full names are not attached to photographs either on the network or on display
* Digital images / video of pupils are only stored in the password protected multi-media folder on the network and images are deleted when children leave the school – unless an item is specifically required, eg. To demonstrate activities undertaken by Year 6 pupils on school journey
* Specific parental permission is sought if images are taken by other parties and may be used for publicity purposes, eg. In brochures or newspapers

In particular, members of staff and any adults working in the school in any capacity must:

* Abide by the E-Safety Policy that mobile telephones are not to be used whilst supervising children, except as a means of emergency contact
* Ensure any child photographed understands why the images are being taken
* Take photographs only on equipment provided or authorised by the school and never on personal devices such as mobile telephones
* Download images from the camera as soon as possible after the pictures have been taken and then delete them from the camera’s memory
* Avoid making images in one-to-one situations or which show a single child with no surrounding context or take images in situations that may be construed as being secretive
* Report immediately any concerns about inappropriate or intrusive photographs

We understand that parents like to take photographs or video of their children at school events and this is only acceptable with the understanding that these are for private family use and not published on the internet. This is expressed within the school’s Acceptable Use Policy which parents are expected to sign on entry to the school and at key transitions thereafter (Year 1, Year 3, Year 5). This advice is reiterated before such events. The school cannot however, be held accountable for photos or video footage taken by parents and family members at school functions. For children’s use of mobile devices see below, Internet Use and E-Safety.

**SCHOOL PROCEDURES**

*Please see* **Appendix 8** *: What to do if you are worried a child is being abused – flowchart*

Where there is no disclosure, but members of staff / volunteers have concerns and / or suspicions that make them feel worried or anxious about the well-being or safety of a child, they must not investigate these. They should pass their concerns / suspicions on to the DSL by recording them on CPOMS, with staff who need to know alerted. If CPOMS cannot be accessed, a Safeguarding Concern Form should be completed and returned to the DSL as above. The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

The DSL will decide whether the concerns should be referred to Children’s Services: Safeguarding and Specialist Services. If it is decided to make a referral to Children’s Services: Safeguarding and Specialist Services, this will be discussed with the parents, unless to do so would place the child at further risk of harm.

The school ensures that a child’s wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children.

While it is the DSL’s role to make referrals, any member of staff can make a referral to Children’s Services. If a child is in immediate danger, or is at risk of harm (eg. concern that a family might have plans to carry out Female Genital Mutilation), a referral should be made to Children’s Services and the Police immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18, **the teacher** must report this to the Police. **THIS IS A MANDATORY REPORTING DUTY**. See **Appendix 4** and Keeping Children Safe in Education (DfE 2016): Annex A for further details.

Hounslow Children’s Services (including out of hours): 0208 583 6600

The RADAR Team will meet weekly to discuss and review all children recorded on CPOMS for safeguarding concerns, and others where ongoing monitoring has been agreed. This provides the opportunity for the DSLs to monitor and evaluate the impact of any actions taken and to identify next steps. Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a child who is / has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child’s academic file.

The DSL is responsible for making the leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

# **Safeguarding Looked After Children**

The DSL ensures that the appropriate staff have the information they need in relation to a child’s looked after status and liaises directly with the child’s social worker and virtual school head.

# **Safeguarding Pupils During Off-Site Activities and on School Journey**

The duty of care means that any teacher on a school journey or off-site activity must act in the same manner that a reasonably careful parent would act. All reasonable steps are taken to ensure that the pupils in the care of staff are safe and protected from unacceptable risks.

A school journey or off-site activity, eg. Swimming lessons, may present opportunities for child protection matters to arise. Before any such activity is undertaken, all staff should familiarise themselves with the Local Authority guidance on off-site activities and must be aware of how to deal with child protection matters. Any concern should be reported to the DSL. Any concern reported about a child on a school journey will be referred immediately to the LA safeguarding advisory service.

# **Safeguarding Pupils Missing from Education or Excluded from School**

A child going missing from education is a potential indicator of abuse and neglect. Absences from school are closely monitored in line with London Borough of Hounslow ‘Education Welfare Procedures’ (see Attendance Policy). Any patterns of absence, eg. Absences either or both sides of a school holiday are particularly carefully monitored. The school always attempts to initiate contact on the first day when a child is absent and notes any response or lack thereof. Should a child be absent a second day without notification, the school repeats its attempts to contact the family and will visit the home address if this is practicable, especially in cases of pupils known to be vulnerable. Should a child be absent for more than three days without any contact from the family to notify the school of the absence and reason for it, a safeguarding referral is made to the School’s Education Welfare Officer.

In deciding whether to exclude a child, the Headteacher has regard to Government guidance. If she considers exclusion may put the safety of the child at risk, she will seek advice from the LA safeguarding team before making a decision. Where the Head Teacher feels it is essential for a pupil who has been excluded to leave the premises immediately, the parent / carer is asked to come and collect the child. The child is not allowed to leave the premises alone. If a parent refuses to co-operate with a formal exclusion by sending the child to school or refusing to collect the child or arrange collection of him / her at lunchtime (where lunchtime exclusion is in force), the school must have due regard to the pupil’s safety in deciding what action to take.

**PARENTS**

The William Hogarth School shares a purpose with parents to educate, keep children safe from harm and promote their welfare. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents’ right to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child. We will share with parents any concerns we may have about their child unless to do so may place the child at risk of harm by:

* The behavioural response it prompts from an alleged abuser, eg. a child being subjected to abuse, maltreatment or threats / forced to remain silent;
* Leading to an unreasonable delay;
* Leading to the risk of loss of evidential material.

The school may also consider not informing parent(s) where to do so would place a member of staff at risk.

We encourage parents to discuss any concerns they may have with the school.

We make parents aware of our Safeguarding and Child Protection Policy. It is available on our school website, or in hard copy on request.

# **Reports by Parents**

If parents have safeguarding concerns about children other than their own, they are encouraged to talk to the school DSL. They may be asked to inform children’s social care directly; the school does not act on their behalf. However, if the school already has concerns about a child, the DSL will decide who needs to be informed when information is obtained in this way.

# **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. This may include children from other countries sent to live in the UK with extended family or friends, or those brought in to the UK with a view to adoption, or where there is parental ill-health.

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence. Where a child in the school is subject to a private fostering arrangement, staff will confirm that this notification has taken place.

# **ALLEGATIONS INVOLVING SCHOOL STAFF / VOLUNTEERS**

An allegation is any information which indicates that a member of staff / volunteer may have:

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

This applies to any child the member of staff / volunteer has contact with in their personal, professional or community life.

**What school staff should do if they have concerns about safeguarding practices within school**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding arrangements. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school’s senior leadership team.

If staff members have concerns about another staff member, then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors. In the absence of the Chair of Governors, the Vice Chair should be contacted.

**THE CHAIR OF GOVERNORS AT THE WILLIAM HOGARTH SCHOOL IS:**

**NAME: Mr Andrew Rooney CONTACT: via school office**

**THE VICE CHAIR AT THE WILLIAM HOGARTH SCHOOL IS:**

**NAME: Mr Joel Donovan CONTACT: via school office**

In the event of allegations of abuse being made against the Head Teacher, or where a staff member feels unable to raise an issue with the Head Teacher or Chair of Governors, or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO): **Hetsie Van Rooyen.**

Staff may consider discussing any concerns with the DSL and, if appropriate, make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2016 for further information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification. It is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a ‘need to know’ basis only.

Actions to be taken include making an immediate written record of the allegation using the informant’s words – including date, time and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be passed immediately to the Head Teacher on CPOMS wherever possible, or a hard copy signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must not unilaterally determine its validity. Failure to report it, in accordance with procedures, is a potential disciplinary matter.

The Head Teacher / Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer : **Hetsie van Rooyen.**

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with Hounslow’s Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school’s internal procedures.

The Head Teacher should, as soon as possible, **following briefing from the Local Authority Designated Officer**, inform the subject of the allegation.

**For further information see:**

Hounslow Safeguarding Children Board’s Managing Allegations Against Adults Who Work With Children and Young People.

Where a staff member feels unable to raise an issue with the Head Teacher or via the whistleblowing procedure, or feels that their genuine concerns are not be addressed, other whistleblowing channels may be open to them:

* Children’s Services: 0208 583 6600
* NSPCC’s whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285, Monday – Friday, 0800 – 2000, or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**IN NO CIRCUMSTANCES SHOULD A MEMBER STAFF ABOUT WHOM AN ALLEGATION HAS BEEN MADE BE INFORMED BY A COLLEAGUE THAT THIS HAS TAKEN PLACE.**

# **Safer Working Practice**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook / code of conduct / staff behaviour policy and Safer Recruitment document: ***Guidance for safer working practice for those working with children and young people in education settings (September 2015)*** available at

[**http://www.thegrid.org.uk/info/welfare/child\_protection/allegations/safe.shtml**](http://www.thegrid.org.uk/info/welfare/child_protection/allegations/safe.shtml)

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school’s behaviour management policy for more information.

# **SAFER RECRUITMENT, SELECTION & PRE-EMPLOYMENT VETTING**

The school pays full regard to DfE guidance ‘Keeping Children Safe in Education’. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors.

The majority of the school’s workforce engages in **regulated activity** as set out in the Safeguarding and Vulnerable Groups Act 2006 and Protection of Freedoms Act 2012. This includes regularly teaching, caring for or supervising children unsupervised by others. Providing personal care or health care is always a regulated activity.

Specifically, the school will carry out the following pre-appointment checks:

* Verify identity from current photographic ID and proof of address
* Obtain an enhanced DBS check which will include barred list information where the person will be engaging in a regulated activity
* Obtain a separate barred list check if an individual will start work in any regulated activity (under supervision) before the DBS certificate is available
* Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service
* Verify the candidate’s mental and physical fitness to carry out their work responsibilities. (Under ‘Keeping Children Safe in Education’, a job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for a specific role)
* Verify the person’s right to work in the UK, following advice from the gov.uk website
* Make any further appropriate checks if a person has lived or worked outside the UK
* Verify professional qualifications as appropriate

Our recruitment practice includes scrutinising applicants, checking academic or vocational qualifications, obtaining written professional references and checking previous employment history. It also includes undertaking interviews and providing honest and accurate references when individuals move on.

The Senior Leadership Team will have undertaken and completed Safer Recruitment Training and one of these staff members will be in attendance at interview for all staff and volunteer appointments. Members of the Governing Body who regularly sit on appointment panels have also received this training.

The school keeps an up to date Single Central Record of checks carried out on staff, volunteers and governors detailing when these checks were completed. A DBS risk assessment checklist is included at **Appendix 9.**

# **Visitors to the School with a Professional Role**

Visitors with a professional role, such as peripatetic music teachers, agency supply teachers and support staff, student teachers, aftercare staff, clubs providers, the school nurse, or members of Early Intervention Service, should have been vetted to work with children through their own organisation. When there are planned or regular visits to the school, the Head Teacher or School Business Manager will ensure that written confirmation is received from the employing organisation that the said individual has been vetted through the DBS and cleared to work with children. Should a club provider or music teacher be independent, rather than part of an organisation, the provider is asked to produce the enhanced DBS so that the school can confirm the check has been carried out. A record of these checks is kept for peripatetic music teachers, supply staff, governors, club providers and aftercare staff on the school’s Single Central Record, along with details for permanent staff.

When individuals make ad hoc, or unplanned visits to the school, they will be accompanied by a staff member at all times and are not allowed to have any unsupervised access to the children until confirmation of their vetting status has been confirmed. No examination / medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit. It is recognised that in emergency situations, eg. When a member of the Emergency Services is called, it may not be possible to confirm their identity before access to the school site is allowed. The Head Teacher will use her professional judgement to effectively manage these situations.

# **Governors**

Under the Protection of Freedoms Act 2012, governors are exempt from the requirement to hold an enhanced DBS disclosure certificate as long as they are adequately supervised by a member of staff who has undergone such checks. However, as good practice, all governors at The William Hogarth School undertake a DBS check.

# **Visitors to the School in a Voluntary Capacity**

We welcome volunteers, such as parents, into school, but at all times ensure that such volunteers are suitable to work with children. Those who volunteer time, even on a regular basis, with the children are no longer required to undergo checks before they do so (Protection of Freedoms Act 2012), unless the volunteer will be working unsupervised. Where the school is satisfied that there is an adequate level of supervision by a suitably checked person, eg. Class teacher, the school is not entitled to request a barred list check, but will confirm identity. Volunteers are not able to have unsupervised access to a child unless a full DBS disclosure has been obtained.

# **Work Experience Students**

Students of school age are not expected to undergo a formal check before undertaking work experience in the school. However, all such students have an informal interview and induction meeting before beginning their work experience. At this meeting, safer working practice is discussed, including matters such as suitable dress, use of mobile telephones, appropriate and inappropriate physical contact etc. The school also seeks to ascertain any needs, eg. Special Educational Needs, or medical needs which the student may have so that suitable support can be given. The William Hogarth School seeks to safeguard these students alongside its own pupils. Should there be a safeguarding concern about such a student, the Head Teacher will liaise directly with the DSL at the student’s own school.

# **INDUCTION & TRAINING**

Information and guidance is regularly updated around all issues concerning safeguarding and child protection. In particular, in ‘Keeping Children Safe in Education’, further information is provided on Child Sexual Exploitation, Female Genital Mutilation and Preventing Radicalisation, as well as Children Missing from Education. The school pays due regard to the guidance made available to schools by the Metropolitan Police and HM Government and ensures that members of staff :

* are aware of the potential risks inherent to children in each of these,
* are alert to possible signs and indicators
* understand their responsibilities according to this policy.

Staff are reminded that protecting children from these particular risks is part of the school’s wider safeguarding duties. In particular, staff are trained in how to perform their duty to protect and safeguard children from radicalisation under the Counter Terrorism and Security Act 2015, the Prevent Duty.

The DSL undertakes specific child protection training which includes how to fulfil this role. This is in the form of inter-agency child protection training provided by the Local Authority, or equivalent. Refresher training is undertaken at two-yearly intervals. The DSL ensures that she remains informed through regular e-bulletins and promptly undertakes specific training relating to key national and local issues.

All other school staff, including non-teaching staff, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively. This is refreshed at least every three years and they are kept up to date through regular safeguarding briefings, which also incorporate changes to policy or procedures (such as the use of CPOMS) or local and national issues. Training on emerging issues, such as the Prevent Duty, is delivered promptly. Members of staff are expected to revisit and reread the document ‘Keeping Children Safe in Education : Information for all school and college staff’ every year and dedicated training time is made available for this.

The designated governor will complete child protection training via a face-to-face course or online, as soon as possible after assuming the role.

New members of staff appointed to the school receive induction in this policy and, if without training from a previous post, or due for refresher training, are expected to complete an online training course and / or attend training via the Local Authority or alternative provider as a matter of priority.

Volunteers are made aware of their responsibilities in relation to this policy through in-house induction and are encouraged to make themselves familiar with this policy.

# **DESIGN OF THE SCHOOL CURRICULUM**

Children are both explicitly and implicitly taught about safeguarding, both through the curriculum and through activities to further children’s spiritual, moral, social and cultural development (SMSC). This includes teaching about British Values, which has particular significance for building resilience to radicalisation.

# **Personal, Social, Health and Economic Education**

The value of direct teaching on the subjects of respect, healthy relationships and keeping oneself safe is recognised as a key feature of the school’s proactive and preventative approach to safeguarding. In Personal, Social, Health and Economic Education (PSHE), teaching units around related issues take place with the children. Topics include themes such as Drugs, Alcohol and Tobacco Education, Sex and Relationships Education, Stranger Danger, E-Safety issues. A further initiative is Respect Week, held annually with a focus on issues around positive relationships (‘Learning to Respect’ the borough’s initiative to reduce domestic violence). Children are encouraged to explore and discuss these issues in a safe environment, and given skills and knowledge to understand and manage difficult situations, as well as to recognise and manage risk and learn to make safer choices.

However, the school also recognises that opportunities to help children develop skills to keep themselves safe occur beyond the planned curriculum. Discussions at circle time or after playtimes are often guided by concerns the children raise themselves or issues surrounding relationship difficulties. Children are supported to find solutions to problems and to develop positive strategies to use in their dealings with others.

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, eg. through the NSPCC PANTS resources, and how to keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard, and what steps can be taken to protect them from harm.

# **Risk Assessments & Educational Visits**

The curriculum is designed so that safety issues within the subject are discussed and safe practices explained, such as using equipment properly in PE, Art and Design and Science. Generic risk assessments are available to staff for these activities and staff are expected to assess and manage risks as part of ongoing practice, ie. To routinely undertake risk assessment and risk management relating to:

* activities planned for the children
* the learning environment
* people who will have access to the children

Appropriate staffing levels will be maintained at all times when the curriculum is being delivered off the school site, with agreed pupil : adult ratios. The lead adult always assesses visits and trips for risk to ensure children are safeguarded and protected from harm, and submits this risk assessment to the Head Teacher before the event is finally authorised.

# **Internet Use & E-Safety**

Children are encouraged to use the internet at all times in a safe way. On entry to the school and at the beginning of Years 1, 3 and 5, parents and pupils are required to sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the school.

Members of staff are also required to sign an appropriate usage form on taking up employment at The William Hogarth School.

Children are not allowed to use mobile telephones in school, this includes whilst they are attending after school clubs or wrap-around services. Children who bring mobile phones to school store them in a secure container in the school office.

Children are specifically taught about e-safety and issues such as cyber-bullying, messaging and how extremists and other adults may use social media to engage with them. Internet safety is taught using age-appropriate material and advice from CEOP (Centre for Child Exploitation and Online Protection).

The school’s computer system has filtered access to the internet. If children or adults become aware of misuse, either by an adult or child, the issue must be reported to the Head Teacher who has overall responsibility for internet safety, with access to all email addresses and passwords provided. The Head Teacher will also address any issues that come to her attention that may relate to use outside school, eg. of online pornography or cyber-bullying, where these jeopardise the safety and well-being of children. Further details are in the school’s E-Safety Policy.

# **SECURITY OF THE SCHOOL SITE**

The William Hogarth School aims to provide a secure school site, but we recognise that the site is only as secure as the people who use it. It is recognised that laxity can cause potential safeguarding problems. Therefore, the school ensures:

* gates to the playground are locked, except at the start and end of each day
* outside doors are kept closed
* gates are monitored by CCTV
* the boundary is regularly checked to ensure it inhibits easy access / egress
* visitors and volunteers are expected to enter through the main entrance and must sign in and out at the school office and wear photo ID badges
* the whole school community is made aware of the importance of keeping the site secure, ie. Not opening the door for others unless authorised to do so.

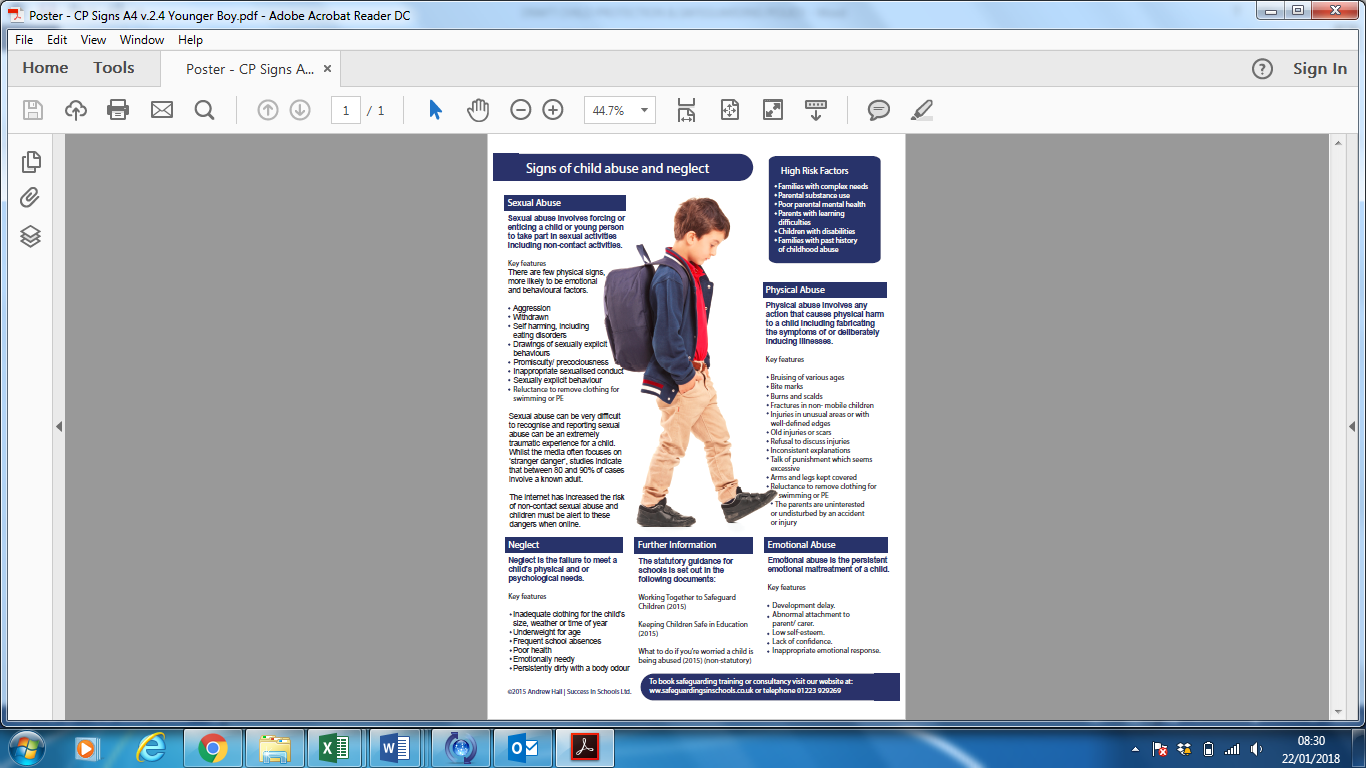
# **Collection of Children**

It is vital that teachers, nursery nurses and teaching assistants recognise the parents or named carers of the children in their class and members of staff seek to do this as soon as possible when taking on a new class. Should a supply teacher be with a class, permanent members of staff assist in ensuring that children are collected safely. Any person arriving to collect a child without authorisation must be referred to the School Office. Parents wishing someone else to collect their child must inform the teacher, or the School Office, in advance. Any child who has not been collected by 1545 is taken by a member of staff to the School Office where s/he waits whilst the administrator contacts parents.

Children in Year 6 may travel to and from school alone provided the parent has given written permission. A list of such children is kept in the School Office so that immediate action can be taken if a child fails to arrive at school without notification of absence having been received. Children are not allowed to leave the school site alone during school hours and, if collected by an adult, must be signed out at the School Office.

In the event of a child being unaccounted for, the Head Teacher, or most senior member of staff available, must be informed immediately and members of staff will be organised to search for the missing child. If the child is suspected of leaving the school premises, the Head Teacher or senior member of staff will inform parents and the local police of the circumstances, without delay. If the child has not been found by the end of the day by any agencies involved, then the Local Authority must be informed.

# **Appendix 1: Signs of Abuse**

Signs and symptoms of child abuse and neglect and possible indicators of child sexual exploitation

# **Appendix 2: Safeguarding Manual Documents**

This suite of documents and policies can be found in our Safeguarding Manual which is located in the School Office:

* Safeguarding and Child Protection Policy
* Keeping Children Safe in Education Part 1 and Annex A
* Safer Recruitment Policy
* Behaviour Policy
* Physical Intervention / Restraint Policy
* Anti-Bullying Policy
* Code of Conduct
* Internet Safety Policy
* ICT Acceptable Usage Policy
* Drugs Policy
* Child Sexual Exploitation and Grooming Policy
* Prevent Policy
* Female Genital Mutilation Policy
* Attendance Policy
* Administration of Medicines Policy
* Intimate Care Protocol
* Volunteers Protocol
* Equality Policy
* Sex and Relationships Education
* Whistleblowing Policy
* Special Educational Needs and Disability Policy

# **Appendix 3 – Concern Form**

**The William Hogarth School**

**Concern Form**

Please complete this form if you have any concerns about a pupil

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Pupil Name | |  | | | | |
| Day/Date/Time | |  | | DoB |  | |
| Member(s) of staff noting concern | | | |  | | |
| Concern (Please describe as fully as possible)  Signature: Date: | | | | | | |
| Actions Taken | | | | | | |
| Date | Person taking action | | Action | | | Signature |
|  |  | |  | | |  |

Date Feedback Given Person giving feedback

*Please pass this form to the Designated Safeguarding Lead when completed*

# **Appendix 4: Specific Risk Factors for Female Genital Mutilation**

* Low level of integration into UK society
* Mother or sister who has undergone FGM
* Girls who are withdrawn from PSHE
* Visiting female elder from the country of origin
* Being taken on a long holiday to the country of origin
* Talk about a ‘special’ procedure to become a woman

**Professionals have a mandatory duty to report disclosures on FGM relating to a child or young woman under 18.**

# **Appendix 5: Indicators of Abuse**

|  |  |
| --- | --- |
| **PHYSICAL ABUSE**  **Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.** | |
| **CHILD** | |
| Bruises – shape, grouping, site, repeated, multiple | Withdrawal from physical contact |
| Bite Marks – site and size | Aggression towards others, emotional and behavioural problems |
| Burns and Scalds – shape, definition, size, depth, scars | Frequently absent from school |
| Improbably, conflicting explanations for injuries or unexplained injuries | Admission of punishment which appears excessive |
| Untreated injuries | Fractures |
| Injuries on parts of body where accidental injury is unlikely | Fabricated or induced illness |
| Repeated or multiple injuries |
| **PARENT** | **FAMILY / ENVIRONMENT** |
| Parent with injuries | History of mental health, alcohol or drug misuse or domestic violence |
| Evasive or aggressive towards child or others | Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Explanation inconsistent with injury | Marginalised or isolated by the community |
| Fear of medical help / parents not seeking medical help | Physical or sexual assault or a culture of physical chastisement |
| Over chastisement of child |
| **EMOTIONAL ABUSE**  **Emotional abuse is the persistent emotional maltreatment 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, not giving the child opportunities to express their views, ‘making fun’ of what they say or how they communicate, hearing the ill-treatment of another and serious bullying (including cyber-bullying).** | |
| **CHILD** | |
| Self-harm | Over-reaction to mistakes / inappropriate emotional responses |
| Chronic running away | Abnormal or indiscriminate attachment |
| Drug / solvent abuse | Low self-esteem |
| Compulsive stealing | Extremes of passivity or aggression |
| Makes a disclosure | Social isolation – withdrawn, a ‘loner’, frozen, watchfulness |
| Developmental delay | Depression |
| Neurotic behaviour (eg. rocking, hair twisting, thumb sucking) | Desperate attention-seeking behaviour |
| **PARENT** | **FAMILY / ENVIRONMENT** |
| Observed to be aggressive towards child or others | Marginalised or isolated by the community |
| Intensely involved with their children, never allowing anyone else to undertake their child’s care | History of mental health, alcohol or drug misuse or domestic violence |
| Previous domestic violence | History of unexplained death, illness or multiple surgery in parents and / or siblings of the family |
| History of abuse or mental health problems | Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Mental health, drug or alcohol difficulties | Wider parenting difficulties |
| Cold and unresponsive to the child’s emotional needs | Physical or sexual assault or a culture of physical chastisement |
| Overly critical of the child | Lack of support from family or social network |
| **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** | |
| **CHILD** | |
| Failure to thrive – underweight, small stature | Low self-esteem |
| Dirty and unkempt condition | Inadequate social skills and poor socialisation |
| Inadequately clothed | Frequent lateness or non-attendance at school |
| Dry sparse hair | Abnormal voracious appetite at school or nursery |
| Untreated medical problems | Self-harming behaviour |
| Red / purple mottled skin, particularly on the hands and feet, seen in the winter due to cold | Constant tiredness |
| Swollen limbs with sores that are slow to heal, usually associated with cold injury | Disturbed peer relationships |
| **PARENT** | **FAMILY / ENVIRONMENT** |
| Failure to meet the child’s basic essential needs, including health needs | Marginalised or isolated by the community |
| Leaving a child alone | History of mental health, alcohol or drug misuse or domestic violence |
| Failure to provide adequate caretakers | History of unexplained death, illness or multiple surgery in parents and / or siblings of the family |
| Keeping an unhygienic, dangerous or hazardous home environment, including failure to use home safety equipment | Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Unkempt presentation | Lack of opportunities for child to play and learn |
| Unable to meet child’s emotional needs | Risk from animals |
| Mental health, drug or alcohol difficulties |
| **SEXUAL ABUSE**  **Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images or being groomed on-line / child exploitation.** | |
| **CHILD** | |
| Self-harm : eating disorders, self-mutilation and suicide attempts | Poor self-image |
| Running away from home | Inappropriate sexualised conduct |
| Reluctant to undress for PE | Withdrawal, isolation or excessive worrying |
| Pregnancy | Sexual knowledge or behaviour inappropriate to age / stage of development, or that is unusually explicit |
| Inexplicable changes in behaviour, such as becoming aggressive or withdrawn | Poor attention / concentration (world of their own) |
| Pain, bleeding, bruising or itching in genital and / or anal area | Sudden changes in school work habits, become truant |
| Sexually exploited or indiscriminate choice of sexual partner |
| **PARENT** | **FAMILY / ENVIRONMENT** |
| History of sexual abuse | Marginalised or isolated by the community |
| Excessively interested in the child | History of mental health, alcohol or drug misuse or domestic violence |
| Parent displays inappropriate behaviour towards the child or other children | History of unexplained death, illness or multiple surgery in parents and / or siblings of the family |
| Conviction for sexual offences | Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Comments made by the parent / carer about the child | Grooming behaviour |
| Lack of sexual boundaries | Physical or sexual assault, or a culture of physical chastisement |

# **Appendix 6 : Flow Chart for Raising Safeguarding Concerns About a Child**

Raise concern by logging on CPOMS or put in writing on a Safeguarding concern form

**Refer**

**Monitor**

**Designated Safeguarding Lead(s):**

Avril Stockley

Katie Rees

**Safeguarding Governors:**

Roger Shortt

Suzanne da Silva

The local authority Designated Officer for concerns about adults is:

Hetsie Van Rooyen

Contact details:

London Borough of Hounslow

**DSL** alerted on CPOMS or concern form to **DSL**

DSL reviews concern form and makes a decision about next steps

Decision made to discuss the concern informally with the parents/carers

Decision made to monitor the concern.

Decision made to refer the concern to social care

**Monitor**

**Refer**

**Discuss**

Once discussed with parents DSL decides to discuss further with parents, monitor or refer to social care

DSL discusses decision with a senior teacher or the head and agree to refer to social care

Class teacher asked to monitor child and feedback to the DSL within an agreed timescale

*In exceptional circumstances, anyone may report concerns directly to children’s social care.*

Contact Details

Social Care Referrals:

Children’s Duty Desk

Prevent/Channel Referrals:

Najeeb Ahmed

**Record**

Online on CPOMS or DSL concern form in secure, confidential safeguarding file.

*NSPCC Whistleblowing Helpline 0800 028 0285*

# **Appendix 7 : The Seven Golden Rules of Information Sharing**

From Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers

1. **Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing,** but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. **Be open and honest** with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice from other practitioners** if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. **Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is only shared with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

# **Appendix 8 : What to do if you are worried a child is being abused**

# **Appendix 9 : DBS Risk Assessment Checklist**

**DBS Risk Assessment Checklist**

**Starting work prior to DBS Certificate being seen**

This risk assessment should be completed when considering whether to allow a new member of staff to start work before a new DBS certificate has been seen by the school.

Name of Person

Role

Interview Date

Proposed Start Date

DBS Check application date

[The person must not start without an application being made]

Is the person in ‘Regulated’ Activity? Yes 🞎 No 🞎

**Reason for starting without seeing a new DBS Check**

🞎 Continuity of the school’s provision to pupils

🞎 Other (please state)

**Known Information**

Have all the following checks been satisfactorily completed?

🞎 Identity check (photographic) [Essential]

🞎 Verification of current address [Essential]

🞎 Barred list check (if legally appropriate) [Essential]

🞎 Prohibition check (for teachers) [Essential]

🞎 Overseas checks (where relevant)

🞎 Right to Work in the UK [Essential]

🞎 Confirmation of qualifications [Essential]

🞎 *Two* references [Essential]

Any other information (please state)

**Previous DBS Certificate**

If the person has a previous DBS, on what date was it issued?

When was the person’s last day at work in their previous school or college?

*If the person’s proposed start date and their last day at their previous school or college are less than three months apart, then a new Enhanced DBS check is not required in law, although most schools will instigate a new one. Therefore, given that there is sufficient other information, the person could be assessed to be of low risk.*

**Decision**

🞎 **High Risk** – Person **should not** be allowed to start without a new Enhanced DBS, as there has been a break in service of more than three months (or they do not have an Enhanced DBS certificate) and/or there is insufficient information about the person in the ‘Known Information’ list above.

🞎 **Medium Risk** – Person may start work and although there is sufficient other information listed above, because there is a gap in service of three months or more (or they do not have an Enhanced DBS certificate), the person must be supervised\* at all times and **should not** undertake 1:1 work, personal care activities or residential visits. (\* The unchecked person must always be ‘within sight and hearing’ of a person with an Enhanced DBS check).

🞎 **Low Risk** – Person may start work, without additional supervision, as they already hold an Enhanced DBS check and there is no break in service of three months or more and all other checks have been satisfactorily completed.

**Authorisation**

Headteacher (Print Name)

Headteacher (Signature)

Date