



# THE ARRETON AND OAKFIELD FEDERATION

## SAFEGUARDING AND CHILD PROTECTION POLICY

### JUNE 2016

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## 1. Statement of intent

The Federation is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside the school premises.

The Federation Designated Safeguarding Lead (DSL) is Suze Keynes (Oakfield), Mrs Maria Herbert (Arreton) Deputy DSL is the Executive Headteacher Mrs Laura Bosworth and the Nominated Safeguarding, and Child Protection Governor is Mrs Catherine O'Callaghan.

In the absence of the designated safeguarding lead, the Head of School for each location will deal with child protection matters.

Staff within the Federation are reminded to maintain an attitude of 'it could happen here' as far as safeguarding and child protection is concerned. When concerned about the welfare of a child, staff must always act in the interest of the child.

Safeguarding and child protection is the responsibility of all adults working within the Federation, including those who come in as a supply teacher, volunteering or work experience. The Federation works hard to protect pupils in our care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.

### **Purpose of the policy**

- To raise the awareness of all Federation staff of the importance of safeguarding pupils and child protection and of their responsibilities for identifying and reporting actual or suspected abuse
- To ensure pupils and parents are aware that the school takes the safeguarding and child protection agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all pupils
- To support pupils' development in ways which will foster security, confidence and independence
- To integrate a safeguarding and child protection within the existing curriculum allowing for continuity and progress through all key stages
- To take account of and inform policy in related areas such as discipline, bullying and e-safety

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safe recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any child that has been subject to abuse.
- Ensuring that members of the governing body, the headteacher and staff members understand their responsibility, under safeguarding legislation and statutory guidance, to be alert to the signs of child abuse and to refer concerns to the designated safeguarding lead.
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

## 2. Definition

For the purposes of this policy, the Federation will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development.

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

### 3. Legal framework

This policy will have consideration for, and comply with, the following legislation and statutory guidance:

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009, as amended
- Equality Act 2010
- Protection of Freedoms Act 2012
- DfE (2015) 'Working Together to Safeguard Children 2015'
- DfE (2016) 'Keeping Children Safe in Education September 2016'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2015) 'Disqualification under the Childcare Act'
- DfE (2015) 'The Prevent duty'
- DfE (2017) Child Sexual Exploitation
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Sexual Offences Act 2003

### 4. Roles and responsibilities

The governing body has a duty to:

Safeguarding and Child Protection Nominated Governor – Mrs Catherine O'Callaghan

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation as listed above
- Ensure that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2015'.
- Ensure that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the headteacher or other governor.
- Ensure that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Appoint a member of staff from the senior leadership team (SLT) to the role of designated safeguarding lead as an explicit part of the role-holder's job description – there should always be cover for the designated safeguarding lead.

- Consider how children are taught about safeguarding, including keeping safe online, and through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that there are procedures in place to handle allegations against members of staff or volunteers.
- Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned – this is a legal duty.
- Ensure that there are procedures in place to handle allegations against other children.
- Ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children.
- Ensure that there are systems in place for children to express their views and give feedback.
- Appoint a designated teacher to promote the educational achievement of 'looked after children' and ensure that this person has undergone appropriate training.
- Ensure that staff members have the skills, knowledge and understanding necessary to keep 'looked after children' safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.

The headteacher has a duty to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession.
- Ensure that staff members follow the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect.

The designated safeguarding lead has a duty to:

- Refer all cases of suspected abuse to children's social care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Liaise with the headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how LAs 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 school's Child Protection Policy and procedures, especially new and part-time staff members.
- Be alert to the specific needs of children in need, including those with special educational needs and/or disabilities and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.

- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Ensure the school's Child Protection Policy is reviewed annually and the procedures are updated and reviewed regularly, and work with the governing body regarding this duty.
- Ensure the school's Child Protection Policy is available publically and parents are aware of the fact that referrals regarding suspected abuse or neglect maybe made and the role of the school in this.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that the pupil's child protection file is copied when transferring to a new school.

Other staff members should:

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which children can learn.
- Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- Take appropriate action, working with other services as required.
- Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead.
- If at any point there is a risk of immediate serious harm to a child, make a referral to children's social care immediately.
- Support social workers in making decisions about individual children, in collaboration with the designated safeguarding lead.
- The Federation works in partnership with the LA's Channel Panel to assess the extent to which individual pupils are at risk of being drawn into terrorism.
- The schools procedure for, and approach to, preventing radicalisation is outlined in the Prevent Policy.

## 5. Female genital mutilation (FGM)

All school staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the police.

There is a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the child.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when approaching the subject.

The following indicators are taken from government guidelines regarding FGM:

### Indicators that may show a heightened risk of FGM include:

- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from Personal, Social and Health Education (PSHE).

### Indicators that may show FGM could take place soon

- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.

- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

If a member of school staff has a concern, they should activate local safeguarding procedures.

As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

## 6. Child Sexual Exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

### **Step one – Identifying cases**

School staff members are aware of and look for the key indicators of CSE, these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing school
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour

### **Step two – Referring cases**

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

### **Step three – Support**

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

## **7. Preventing radicalisation**

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.

### **Training**

The school's designated safeguarding lead will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The designated safeguarding lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

### **Risk indicators**

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

### **Making a judgement**

When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?



- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the child is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead.

The designated safeguarding lead will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made. However, concerns are most likely to require a police investigation as part of Channel, in the first instance.

### **ICT policy**

The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material.

### **Extremist speakers**

The school's Lettings Policy prevents speakers who may promote extremist views from using school premises.

### **Building children's resilience**

The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

### **Resources**

The school will utilise the following resources:

- The LSCB
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)

## **8. A child missing from education**

A child going missing from school is a potential indicator of abuse and neglect. Staff will monitor children that go missing from school, particularly on repeat occasions, and report them to the designated safeguarding lead – following normal safeguarding procedures.

In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system, e.g. home education.
- Have ceased to attend school and no longer live within a reasonable distance of the school.
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and we do not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will inform the LA of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

## 9. Safer recruitment

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on school premises.
- Regularly come into contact with children under 18 years of age.

### Pre-employment checks

The governing body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking 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.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Verifying the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the school will follow the advice set out on the gov.uk website.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate.
- Verifying professional experience and qualifications as appropriate.

A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment. An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.

Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete. References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.

Written notification will be obtained from any agency or third-party organisation contracted by the school, confirming that the organisation has carried out the same checks on an individual who will be working at the school that the school would otherwise perform. Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.

The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained. An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis. An enhanced DBS certificate will be obtained for new volunteers not in regulated activity. The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

Unless there is cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.

A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check. Governors that are volunteers shall be treated on the same basis as other volunteers.

The school will ensure that any contractor or employee of the contractor working at the school has been subject to the appropriate level of DBS check. Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

The school will ensure that policies and procedures are in place to protect children from harm during work experience placements.

The school will set up and maintain a single central record of whether or not the following checks have been carried out on, or certificates obtained from, members of the governing body, staff members, volunteers and other individuals working with children in the school:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- Further checks on people living or working outside the UK
- A check of professional qualifications
- A check to establish the person's right to work in the UK

DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998.

A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

## **10. Staff suitability**

All schools providing care for pupils under the age of 8 must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.<sup>1</sup>

A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.

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<sup>1</sup> DfE (2015) 'Keeping Children Safe in Education', p.26

- Have committed certain offences.
- Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).

All staff members are required to sign the declaration provided in [Annex A](#) confirming that they are not disqualified from working in a school.

A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

## **11. Training**

Staff members will be made aware of systems and policies within the school which support safeguarding during their HR inductions. The designated safeguarding officer will undergo updated child protection training every two years. The headteacher and all staff members will undergo child protection training which is updated regularly, in line with LSCB advice.

## **12. Reporting**

Staff members should raise any concerns that they may have about a child with the school's designated safeguarding lead, including situations of abuse which may involve other staff members.

The safeguarding lead will decide whether to make a referral to children's social care, but any staff member can refer their concerns to children's social care directly.

The referrer shall press children's social care for re-consideration if the decision was taken not to undergo an early help assessment and the child's situation does not improve.

The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator (SENCO), general practitioner (GP), family support worker, and/or health visitor.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments should identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

A child will immediately be referred to children's social care if there is a risk of immediate serious harm to a child.

Appendix: A – Staff disqualification declaration

Name of school:	
Name of staff member:	
Position:	
Orders and other restrictions	Circle one option
Have any orders or other determinations related to childcare been made in respect of you?	Yes/No
Have any orders or other determinations related to childcare been made in respect of a child in your care?	Yes/No
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	Yes/No
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) Regulations 2009?	Yes/No
Are you barred from working with children by the Disclosure and Barring Service (DBS)?	Yes/No

Are you prohibited from teaching?	Yes/No
<b>Specified and statutory offences</b>	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
<ul style="list-style-type: none"> <li>Any offence against or involving a child (person under the age of 18)?</li> </ul>	Yes/No
<ul style="list-style-type: none"> <li>Any violent or sexual offence against an adult?</li> </ul>	Yes/No
<ul style="list-style-type: none"> <li>Any offence under the Sexual Offences Act 2003?</li> </ul>	Yes/No
<ul style="list-style-type: none"> <li>Any other relevant offence?</li> </ul>	Yes/No
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	Yes/No
<b>Disqualification by association</b>	
To the best of your knowledge, is anyone in your household disqualified from working with children under the regulations? This includes the person having an Order of Restriction, as outlined in the 'Orders and other restrictions' section, against them or having been cautioned, reprimanded, given a warning for or convicted of any offence in the 'Specified and statutory offences' section.	Yes/No
<b>Provision of information</b>	
If you have answered yes to any of the questions above, provide details below in respect of yourself, or, where relevant, the member of your household concerned. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies:	
<b>You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.</b>	
<b>Declaration</b>	
In signing this form, I confirm that the information provided is true to the best of my knowledge and that:	
<ul style="list-style-type: none"> <li>I understand my responsibilities to safeguard children.</li> <li>I understand that I must notify my headteacher immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that would render me disqualified from working with children.</li> </ul>	

Signed:	
Print name:	
Date:	

### **Appendix B: School contacts: Designated Safeguarding Lead:**

**Executive Headteacher:** Mrs Laura Bosworth – Tel: (01983) 563732 (O) /528429 (A)

**Deputy Designated Safeguarding Lead:**

Mrs Suze Keynes (SLT Oakfield), Mrs Vikki Reader (Head of School), Miss Eileen Eaton (SLT Oakfield)

Mrs Lynn Tatters-Smith (Head of School), Mrs Maria Herbert, (SLT Arreton)

**Nominated Governor:**

Mrs Helene Allen (please contact via – [clerk@oakfieldcepri.iow.sch.uk](mailto:clerk@oakfieldcepri.iow.sch.uk))

**Chair of Governors:**

Mr Robin Oulton (please contact via – [clerk@Oakfieldcepri.iow.sch.uk](mailto:clerk@Oakfieldcepri.iow.sch.uk) )

**Local Authority Contacts:**

Referrals to: 0300 300 0901 Email: [iowcsprofessional@hants.gov.uk](mailto:iowcsprofessional@hants.gov.uk)

Open cases: Tel: (01983) 821000 (ask for Children’s Social Care)

Local Authority Designated Officer (LADO): (01983) 821000 ex. 5833

Independent Reviewing & Child Protection Admin: (01983) 823705

In an emergency contact the Police: 999



Local Safeguarding Children Board (01983) 814545

**Other contacts:**

NSPCC 0800 800500

Childline 0800 111111

Kidscape Bullying Helpline 0207 730 3300

Crimestoppers 0800 555 111

Samaritans 0845 790 9090

CEOP [www.ceop.gov.uk](http://www.ceop.gov.uk)

(Child Exploitation and Online Protection Centre)

Foreign and Commonwealth Office 0207 008 8706

(Forced Marriages Section)

## **APPENDIX C E-Safety Policy**

### **Overview**

E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

The school's e-safety policy will operate in conjunction with other policies including those for ICT, Student Behaviour, Bullying, Curriculum, Child Protection, Data Protection and Security.

The school will appoint an e-Safety Coordinator. This may be the Designated Child Protection Coordinator as the roles overlap.

### **Teaching and Learning**

#### **Why Internet use is important**

The Internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide students with quality Internet access as part of their learning experience.

Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils.

Pupils use the Internet widely outside school and need to learn how to evaluate Internet information and to take care of their own safety and security.

### **Internet use will enhance learning**

The school Internet access is designed expressly for pupil use and will include appropriate filtering.

Pupils will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.

Internet access will be planned to enrich and extend learning activities. Access levels will be reviewed to reflect the curriculum requirements and age of pupils.

Pupils will be guided by staff in on-line activities that will support the learning outcomes planned for the pupils' age and maturity. Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

### **Pupils will be taught how to evaluate Internet content**

Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

Pupils will be taught to acknowledge the source of information used and to respect copyright when using Internet material in their own work.

### **Managing Internet Access**

#### **Information system safety guidelines**

The School's ICT system is regularly monitored.

Monitoring can include the user's login details, the computer used, additional monitoring of pupil machines can include key stroke logging, as well as recording web sites that users visit.

Virus protection will be updated regularly and is deployed over the network.

Security strategies will be discussed with specialist ICT support.

#### **E-mail and Communication**

Pupils may only use approved e-mail accounts on the school system.

Pupils must immediately tell a teacher if they receive offensive e-mail.

Pupils are instructed not reveal personal details about themselves or others in e-mail communication, or arrange to meet anyone without specific permission.

E-mails sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on school headed paper.

The forwarding of chain letters is not permitted.

#### **Published content and the school Website**

The contact details on the Web site should be the school address, e-mail and telephone number. Staff or pupils' personal information will not be published.

The ICT Technician and Head of School will take overall editorial responsibility and ensure that content is accurate and appropriate.

#### **Publishing pupil's images and work on the school's Website**

Photographs that include pupils will be selected.

Pupils' full names will not be used anywhere on the Website, particularly in association with photographs.

Consent from parents or carers will be obtained via the pupil registration form before photographs of pupils are published in the media on the school Website.

Pupil's work can only be published with the permission of the pupil and parents.

### **Social networking and personal publishing**

The school advises parents/carers that the use of many social networking sites outside school is inappropriate for primary aged pupils as our pupils fall outside of their usage age range.

The school may filter access to social networking sites that are inappropriate or unsuitable for educational purposes. Pupils are advised never to give out personal details of any kind which may identify them or their location.

### **Managing filtering**

The school will take advice where necessary from the IOW Council, DFE and the Internet Service Provider to ensure filters are in place to safeguard pupils and will be reviewed and updated regularly.

If staff or pupils discover an unsuitable site, it must be reported to the e-Safety Coordinator.

Any material that the school believes is illegal/unsuitable will be reported to appropriate agencies.

### **Managing video conferencing**

Inter-school or the use of video conferencing equipment between the school and outside educational establishments will be managed by the class teacher.

Pupils must ask permission from the class teacher before making or answering a videoconference call.

Videoconferencing will be appropriately supervised for the pupils' age.

### **Managing emerging technologies**

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.

Mobile phones will not be used during lessons or formal school time. The sending of abusive or inappropriate text messages is forbidden.

### **Protecting personal data**

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

### **Policy Decisions**

#### **Authorising Internet access**

All staff must read and abide by the 'Responsible Internet Use-Rules for Staff Use' before using any school ICT resource.

The school will keep a record of all staff and pupils who are granted Internet access.

Parents will be asked to sign and return a consent form.

#### **Assessing risks**

The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor IOW Council can accept liability for the material accessed, or any consequences of Internet access.

The school will review the e-safety policy to make sure that it is adequate and that its implementation is effective.

The use of computer systems for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990.

Methods to identify, assess and minimise risks will be reviewed regularly.

### **Handling e-safety complaints**

Complaints of Internet misuse will be dealt with by a senior member of staff.

Any complaint about staff misuse must be referred to the head of school.

Complaints of a child protection nature must be dealt with in accordance with school child protection procedures.

Parents and pupils will need to work in partnership with staff to resolve issues.

## **Communications Policy**

### **Introducing the e-safety policy to pupils**

E-safety rules will be posted on the school website and discussed and recapped in lessons with the students.

Pupils will be informed that their network and Internet use can be monitored.

### **Staff and the e-safety policy**

All staff will be given the School e-Safety Policy and its importance explained.

Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.

Staff training in safe and responsible Internet use and on the school e-safety Policy will be provided as required.

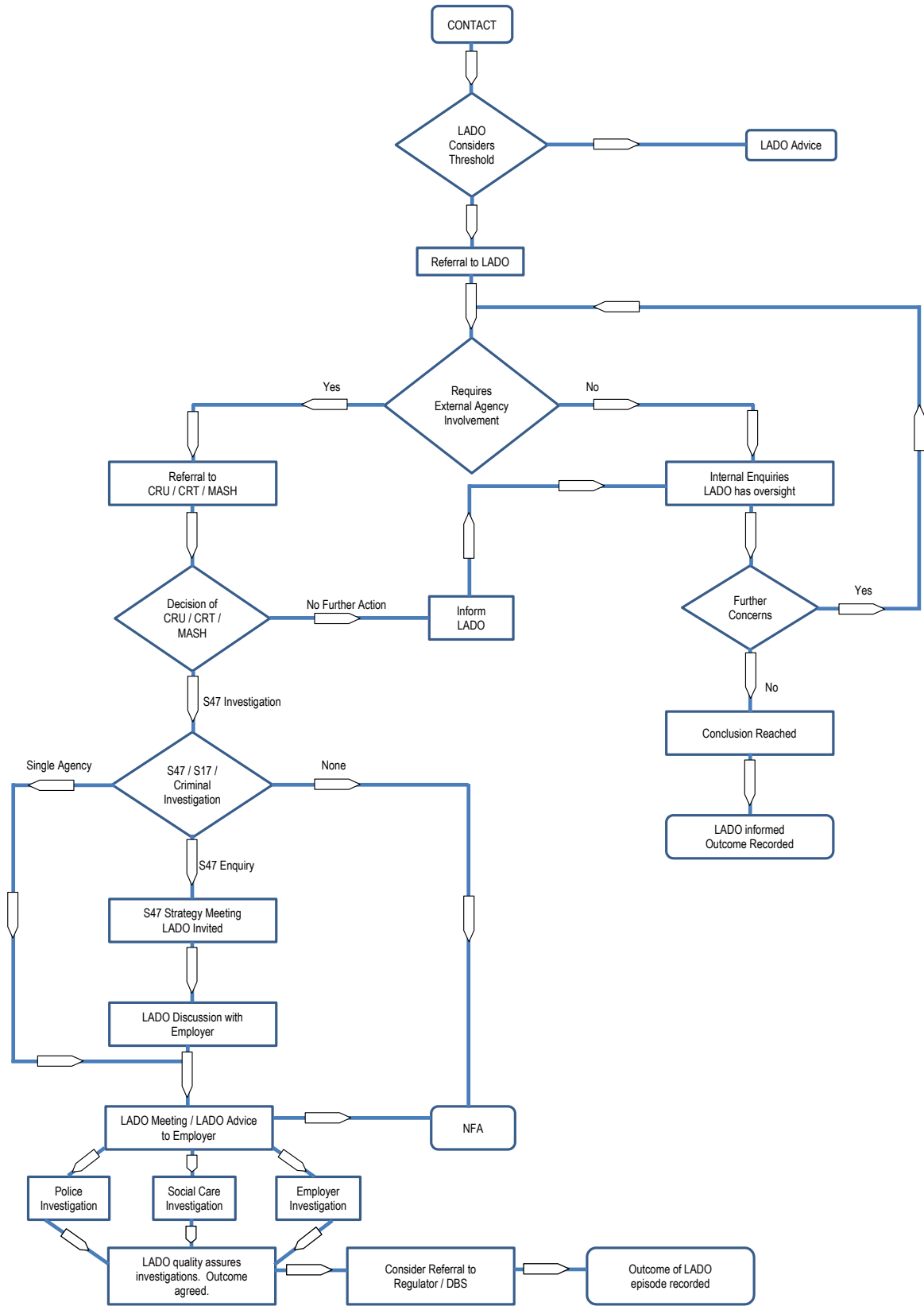
### **Enlisting parents' support**

Parents' attention will be drawn to the School e-Safety Policy in newsletters, the school brochure and on the school Website.

Internet issues will be handled sensitively, and parents will be advised accordingly.

Appendix D:

ISLE OF WIGHT LADO PROCESS FLOWCHART



PB/JEC/LADO/2013-14/LADO PROCESS CHART – V2 – JAN 2015