

Child Protection and Safeguarding Policy

This policy concerns Roselyon School, including EYFS, and should be read in conjunction with policies 2.7 (end of the school day, children not collected, missing children), 2.14 (risk analysis), 2.15 (trips out of school), 2.16 (the minibuses), 2.17 (emergency procedures), 2.18 (first aid), 2.19 (medicines and chronic illnesses), 2.20 (swine flu), 2.25 (security and the building), 2.28 (nappy changing procedure), 4.1 (pastoral care and discipline), 4.5 (health & safety), 4.23 (safer recruitment), 4.22 (whistleblowing)

Child protection key contacts within Roselyon School:

The Designated Safeguarding Person:

Hilary Mann (Head)

Contact details: 01726 812110 email head@roselyonschool.com

EYFS Deputy Safeguarding Person:

Kelvin Simms (EYFS Co-ordinator)

Contact details: 01726 812110 email care of secretary@roselyonschool.com

Lower and Upper Prep Deputy Safeguarding Person:

Ros McKeown (Deputy Head)

Contact Details: 01726 812110 email care of secretary@roselyonschool.com

Designated Safeguarding Governor:

Paul Spencer Ellis

Contact details: 0790 313 5610 email president.board@coledesroches.com

Chair of Governors:

Terry Corby

Contact details: 07746 173137 email care terrycorby@email.com

Safeguarding children in our school is the responsibility of the whole school community. All adults working in the school (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse to the designated safeguarding person (DSP) or, in her absence, one of the deputy DSPs. We recognise our duty at all times to consider the best interests of the child and to take action to enable all children to have the best outcomes.

The DSP is also the first point of contact for external agencies which are pursuing child protection investigations, and co-ordinates the school's representation at CP conferences and core group meetings (including the submission of written reports for conferences). When an individual concern is brought to the attention of the DSP, she will be responsible for deciding upon whether or not this should be referred to other agencies as a safeguarding issue. Where there is any doubt as to the seriousness of this concern, or disagreement between the DSP and the member of staff reporting the concern, advice will be sought from one of the deputy DSPs, the Local Authority designated officer (LADO): 01872 326536 or the Multi-agency Referral Unit (MARU): 0300 123 1116. Any staff member can make an emergency referral in exceptional circumstances, such as an emergency or a genuine concern that appropriate action has not been taken.

Types of Abuse and Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults, or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. It may involve banter or teasing between children or by adults to children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also involve non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways (such as in encouraging children to take part in sexting), or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

Neglect: 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home and abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- or ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

Child Sexual Exploitation: CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Some indicators of children being sexually exploited online are:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends; suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse and displaying inappropriately sexualised behaviour.

A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot have been considered to have given true consent and therefore offences may have been committed. CSE is therefore potentially a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of the school, this will result in immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual assessment will be conducted in accordance with CIO SC child protection procedures. This will determine how and when information will be shared with parents and the investigating agencies.

Female Genital Mutilation (FGM): this refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing or damaging healthy and normal female genital tissue, and hence interferes with the normal function of girls' and women's bodies. FGM causes severe pain and has several immediate and long-term consequences, including difficulties in childbirth, also causing dangers to the child. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practised in 28 African countries as well as in parts of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that over 20 000 girls under the

age of 15 are at risk of FGM in the UK each year, and that 66 000 women in the UK are living with the consequences of FGM. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to 'heal' before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls.

Honour-based Violence: Honour-based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family or community members who believe that someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour-based violence may be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family

Women and girls are the most common victims of honour-based violence. However, it can also affect men and boys. Crimes of 'honour' do not always include violence.

Crimes committed in the name of honour might include:

- domestic abuse
- threats of violence
- sexual or physical abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

If staff believe that a pupil is at risk from honour-based violence, the DSL will follow the usual safeguarding procedure. However, if it is clear that a crime has been committed or the pupil is at immediate risk, the police will be contacted in the first place. It is important if honour-based violence is known or suspected, that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase the risk to the child.

Children Missing from Education: The school views absence as an issue related to both safeguarding and educational outcomes. Measures have been taken to adopt the additional admissions and attendance regulations which came into force on 5th September 2016 with a view to minimising the occurrence of children missing from education. Procedures have been checked by an ISA inspector who has ensured that all staff involved are aware of their responsibilities. The school liaises with and reports to the Local Authority, as required, on these matters and may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce the risk of harm to that child and all absence and non-attendance is

considered with other known factors or concerns. Form teachers report to the DSL any concerns about absence for investigation.

Forced Marriage: In the case of children: a forced marriage is a marriage in which one of both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.’ In developing countries 11% of girls are married before the age of 15. One in three victims of forced marriage in the UK is under 18. It is also important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally from the Forced Marriage Unit and locally through the local police safeguarding team or children’s social care. The school’s policies and practices reflect the fact that, while all members of staff have important responsibilities for pupils who may be at risk of forced marriage, they should not undertake roles in this regards that are most appropriately discharged by other children’s services professionals such as police officers or social workers.

Characteristics that may indicate forced marriage:

While individual cases of forced marriage and attempted forced marriage are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school
- a dip in performance or sudden signs of low motivation
- excessive parental restriction and control of movements
- a history of siblings leaving school early
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur that they are not linked to forced marriage.

Preventing Radicalisation: The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including schools, in the exercise of their functions, to have due regards to the need to prevent people from being drawn into terrorism (‘the Prevent Duty’). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same way that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day to day behaviour becoming increasingly centred around extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (eg the swastika for far right groups); attempts to recruit others to the

group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.

- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social and political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (eg IT skills, knowledge of chemicals, military training or survival skills).

These examples are not exclusive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Other causes for concern

Roselyon School is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Where a child is found to have abused another child, both victim and perpetrator are in need of support. It is never tolerated at Roselyon School. PSHE lessons and a close, caring community with prefect and staff willing to listen ensure that children feel confident to share their concerns. Children rarely have an opportunity to be unobserved which means that there is limited opportunity to carry out abuse on site. However, using computers there is ample opportunity to carry out abuse 'remotely'.

Peer on peer abuse includes, but is not limited to, bullying (online and offline), gender based violence, sexual assaults and sexting. It should always be dealt with as a safeguarding issue and should never be passed off as "banter" or "just a bit of fun". The police should always be called if a child is in immediate danger or at serious risk of harm.

When making decisions about how to deal with allegations, we should take into consideration the age and understanding of the perpetrator, as well as any relevant personal circumstances and how this relates to his/her behaviour. We should also

consider any disparity in age between the perpetrator and the victim, the impact the behaviour has had on the victim, and any element of coercion or violence. The views of the students and where appropriate, parents, should be taken into account.

Parents will be consulted about the best way of supporting their child and outside agencies will be involved when appropriate.

The school's child protection policy (CPP) draws upon duties conferred by the Children's Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2002 Education Act, the Education (Independent Schools Standards) Regulations 2014 and the guidance contained in Working Together to Safeguard Children (March 2015 and as updated in regard to CSE 2017), the DfE's statutory guidance Keeping Children Safe in Education 2016 (incorporating Disqualification under the Childcare Act 2006), Statutory Framework for the Early Years Foundation Stage as updated in 2017, Ofsted guidance and procedures produced by the Cornwall and Isles of Scilly Safeguarding Children Partnership (CioSSCP). We also have regard to the advice contained in DfE's What to do if you are Worried a Child is Being Abused (March 2015) and Information Sharing – Advice for Practitioners. Policies under the Prevent (July 2015) and Prevent Duty Guidance: for England and Wales (June 2015) is covered in detail in the Tackling Radicalisation and Extremism Policy. The policy is applicable to all on and off site activities undertaken by pupils whilst they are the responsibility of the school

Referrals

Safeguarding referrals should be made to Cornwall's Multi-Agency Referral Unit (MARU) **0300 123 1116**.

The following advice is taken from the South West Child Protection Service website (<http://www.online-procedures.co.uk/swcpp/procedures/getting-help/refer-childrens-services/>)

How should I make a referral?

If there is an immediate risk of harm or you are working with a child who has disclosed abuse (child at risk), you should telephone your local Children's Services immediately, involving the police if necessary. This should then be followed up in writing within 48 hours, but ideally as soon as possible using the referral form* for your local Children's Services.

If you have ongoing concerns that you consider require an assessment by Children's Services (child in need), you should complete a referral form* and send this to your local Children's Services.

It is important that you make your referral as soon as you have decided that this is the best course of action.

What will Children's Services want to know?

The referral form* should guide you as to what specific information is required, however Children's Services will need to decide whether:

- *this is a child protection case requiring a strategy discussion, or;*
- *this is a child in need case requiring an assessment, or;*
- *another agency should deal with the matter, or;*
- *you need to continue to monitor the situation.*

* The referral form can be found at <https://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/>

What happens next?

At the end of any discussion about a child, you must be clear about what the proposed actions are, who will undertake them and what the timescale is; or alternatively that no further action will be taken. This decision should be recorded by both the person making the referral and the worker in Children's Services. If you have not heard anything within 48 hours you should contact Children's Services.

Sometimes Children's Services may be unable to get involved. This could be because the situation is not serious enough, or because there isn't yet enough information. In this case, you should continue to follow up your concerns, working with the family and collecting further information. Do not stop until you are sure that the child's needs are being met or that there is no need to be concerned.

Referrals will usually be made by the DSP but in an emergency, anybody can make the referral. The head must be informed if a referral has been made, unless the head is a subject of the concerns, in which case the chair of governors must be informed.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the referral process should not delay the administration of first aid or emergency medical assistance. If a pupil is thought to be at immediate risk of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent police intervention will be requested.

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substances, this will immediately be reported for investigation.

Children with unexplained absence from school for more than 10 days will be reported to the local authority. All absence from school which is not explained will be followed up on the first day and each day thereafter.

All staff will take the online 'Prevent' training. The DSL and deputy DSLs attend external courses run by the Local Authority. Staff will report any concerns about radicalization to the DSL who will follow the procedure laid down in the Tackling Extremism and Radicalisation Policy.

All parents applying for places at Roselyon will be informed of our safeguarding responsibilities and the existence of this policy. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified as soon as possible.

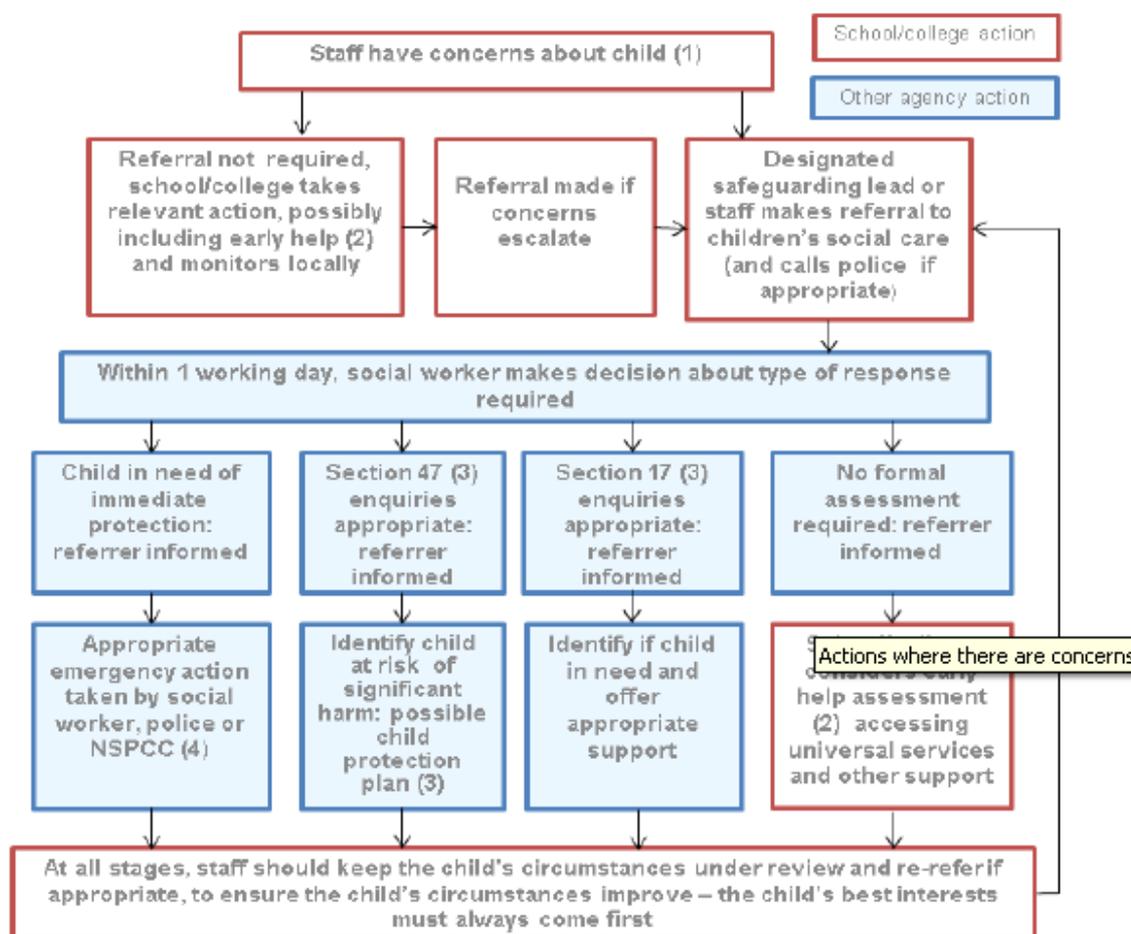
Roselyon School recognises the need to be alert to the risks posed by strangers or others (including the parents and carers of other pupils) who may wish to harm children in school and will take reasonable steps to lessen such risks.

Roselyon School has pastoral arrangements which enable all children to have adults who will listen to them. All adults working in the school are able to support

children who make a disclosure to them and are aware of the appropriate processes to help the child gain early help.

This process is summarised in the diagram below:

Actions where there are concerns about a child



1. In cases which involve an allegation of abuse against a staff member, the procedures specified in Part 4 of KCSIE will be followed.
2. Where a child would benefit from early help, an early help inter-agency assessment should be arranged (see Working Together to Safeguard Children).
3. Local authorities are required to provide services for children in need. This can include s17 assessments and s47 assessments (see Working Together to Safeguard Children).
4. This could include applying for an emergency protection order (EPO)

Vulnerable Pupils

Particular vigilance will be exercise in respect of pupils who are subject to a child protection plan and any concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing). The DSP,

who is also the designated person with responsibility for children in care, will co-ordinate reporting of such concerns.

If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the DSP as a safeguarding issue.

We will always ascertain the views and feelings of all children. Roselyon School acknowledges the additional need for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils who are excluded from school and pupils where English is an additional language, particularly for very young children, and we will use a translation service if necessary.

We acknowledge that children affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The school has a strong commitment to its anti-bullying policy and will consider all coercive acts and inappropriate behaviour and sexual activity within a child protection context.

Children with SEND are particularly vulnerable to abuse and staff are especially vigilant with such pupils.

The law requires that CIOs Children's Services is notified of private fostering arrangements. Any privately fostered children (ie children under the age of 16 – or 18 if disabled – who are cared for, for 28 days or more by someone who is not their parents or a close relative) that come to our attention will be referred to Children's Services. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

Training

Whole school INSET training on safeguarding will be organised on a three-yearly basis. All staff are required to attend as is the safeguarding governor. All staff (teaching and non-teaching), volunteers, people on work experience and governors are appraised of this policy and any updates. All newly recruited staff, volunteers and governors are given induction training in safeguarding by the DSP on their first day in school.

The DSL and deputy DSLs attend Cornwall Council sponsored training (run by Reconstruct) and then refresher training every two years. The DSL currently holds the 'T4T' qualification which enables her to deliver safeguarding training to staff.

At induction, staff (including peripatetic teachers) are given copies of this policy, Part One of Keeping Children Safe in Education 2016 (leaders and those working directly with children also receive Annex A of KCSIE), a leaflet giving easy access advice on how to report a concern, the Whistleblowing Policy and the Staff Code of Conduct (which details staff/pupil relationships and acceptable use of social media). Staff sign to accept the provisions of these documents and confirm that they will implement their provisions.

Recruitment

Roselyon School is committed to the process of safer recruitment and has adopted a Safer Recruitment Policy designed to ensure that only suitable people are employed at the school. Recruitment procedures help deter, reject or identify people who may cause harm to children. Safe recruitment procedures are followed

and all staff recruited to the school are subject to appropriate identity and qualification checks and a health declaration. See the Safer Recruitment Policy for further details.

Volunteers

Any volunteer regularly working with pupils at the school will be subject to all reasonable vetting procedures and DBS checks. There is no legal requirement to obtain a DBS certificate for a volunteer who is not in regulated activity and who is supervised regularly and on an ongoing day to day basis by a person who is in regulated activity but a DBS check without enhanced disclosure may be requested if the DSL believes that this would increase the safety of the children. Volunteers will be subject to the same code of conduct as paid employees of the school.

Staff Code of Conduct

All staff members and volunteers are expected to adhere to a code of conduct in respect of contact with pupils and their families. Children will be treated with respect and dignity and no punishment or rewards are allowed outside those detailed in the school's behaviour management policy.

Staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to misinterpretation or criticism. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the head and the child's parents.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations (for example during musical instrument tuition) the door to the room in which the coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain presence nearby.

School staff should also be alert to the possibility that might arise from social contact with pupils outside of school. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the head. Any requests by a pupil for contact with a teacher outside school, will be reported to the head.

Staff will not use personal cameras or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home. Phones with cameras should not be taken into teaching or supervision spaces.

Staff should be aware of the school's Whistleblowing procedures and share immediately any disclosure or concern that relates to a staff member with the head. Such concerns may relate to inappropriate behavior displayed by other members of staff or any other person working with children, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities or inappropriate sharing of images. Nothing should be said to the colleague involved. It should be shared with the chair of governors or the safeguarding governor if it has to do with the head.

Contractors

Where contractors are engaged on site during the school day, all efforts will be made to ensure that children do not come into contact with them. If this is

impossible then the contractor will be closely supervised during his/her time on the premises.

Where the contractor is engaged in the direct supervision of children, appropriate safeguarding checks will be carried out.

The identity of contractors is always checked on arrival at the school.

Complaints or Allegations made against Staff

Roselyon School takes seriously all complaints against staff. Procedures are in place for pupils, parents and staff to share any concerns they may have about the actions of any member of staff or volunteer. Any such complaints will be brought immediately to the attention of the head or one of the DSLs (in the case of the complaint involving the head, it will be brought to the attention of the chair of governors or the safeguarding governor). Nothing should be said to the colleague involved. Concerns may be in relation to a staff member or volunteer:

- behaving in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

The Local Authority designated officer (LADO) should be informed of all allegations that come to the school's attention and appear to meet the criteria. The LADO will advise on further action, which the school will undertake as requested. No investigation will take place before the LADO has been informed.

The school has a duty to refer to DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed if they had not left. The DBS will decide whether to bar the person. Teachers who have been or would have been removed from working with children will also be reported to NCTL.

The full procedure for dealing with allegations of abuse made against staff can be found in Part Four of the DfE guidance 'Keeping Children Safe in Education'.

Because of Roselyon's EYFS registration, Ofsted must be informed of any allegations against people working at the school, or of any other abuse alleged to have taken place on the premises and of any action taken in response, within 14 days, but as soon as possible.

Records

Brief and accurate written notes will be taken of all incidents and child protection or child in need concerns relating to individual pupils. The information can be shared with other agencies as appropriate. All contact with parents and with external agencies will be logged and kept as CP records. The school will take into account the views and wishes of the child who is the subject of concern but staff will be alert to the dangers of colluding with 'secrets'.

Child protection records are not open to parents or pupils. All CP records are kept securely by the DSP and separately from educational records. They may only be accessed by the DSP or a deputy DSP or the Chair of Governors or Safeguarding Governor should they involve an allegation made against the Head.

Child protection records will be sent to receiving schools separately and under a confidential cover when pupils leave the school and a receipt will be obtained.

If a pupils is withdrawn from the school, all efforts will be made to identify any new address and the school to which they are being admitted, to ensure that the child's educational records are sent without delay to the child' new school. If the parent or carer fails to provide this information, urgent referral will be made to the Education Welfare Officer (01872 327449). If the school receives records relating to a child which is not registered with us, the records will be returned to the sending school with a note advising them to refer to their LA Children's Services Department.

Safety in the School

No internal doors to classrooms will be locked whilst pupils are present in the area. Authorised visitors to school will be logged in and out of the premises and will be asked to wear identity badges or issued with school visitor badges. Unidentified visitors will be challenged by staff or the head.

The presence of intruders or suspicious strangers will be reported to the police. If appropriate, information will be sent to the LA Schools Safeguarding Co-ordinator with a view to alerting other local schools in liaison with the police and through appropriate systems.

Parents, carers or relatives may take photographic or video images with the prior permissions of the school. The wishes of parents who do not wish their children to be photographed or filmed will be respected. Consent for children appearing in photographs and videos will be sought at the beginning of each school year and for children who join during the year, as they join the school.

Curriculum

Roselyon School acknowledges that the curriculum can play in the prevention of abuse and in the preparation of pupils for the responsibilities of adult life and citizenship. As appropriate, the curriculum will be used to build resilience, help children keep safe and to know how to ask for help if their safety is threatened.

All computer equipment and internet access accessible by children will be subject to appropriate controls and internet safety rules in line with our e-safety policy.

Children will be taught how to keep themselves safe in a variety of situations, including the safe use of the internet in PHSE lessons and through assemblies. Computer lessons will also focus on the safe use of the internet.

Roselyon School will promote healthy lifestyles for children through the curriculum with the aim of :

- encouraging children to pursue healthy lifestyles;
- ensuring that food and drink available across the school day, reinforce the healthy lifestyles message;
- providing high quality physical education and sport to promote physical activity;
- promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and well-being.

Working in Partnership with Parents

We work in partnership with parents to provide a safe environment for children. This policy is available on the school website and extracts from it are included in the Parent Guides, given to parents when they apply to join the school.

We will be alert to the needs of parent and carers whose first language is not English and will utilise translation services if necessary.

We will keep parents informed as and when appropriate.

The Role of the Governing Body

The governing body will ensure that they comply with their duties under legislation and that the policies, procedures and training at the school are effective and comply with the law at all times.

The governing body will ensure that the school contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children 2015 (updated 2017)' and that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures set up by the CIO SB.

The governing body has formally adopted this policy and will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the designated governor or the head.

The governing body has nominated Paul Spencer Ellis as the governor for safeguarding to liaise with the LA and/or partner agencies on issues of child protection.

Concerns about and allegations of abuse against the head will be referred to the chair of governors or safeguarding governor, who will liaise with the LADO and partner agencies and will attend any meetings called in respect of such an allegation against the head.

The head will provide a termly report to the governing body as part of her report, outlining details of any safeguarding issues that have arisen since the last report and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not identify any person by name.

The nominated safeguarding governor will meet on a regular basis with the DSL to monitor the progress and volume of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding.

Monitoring

- The policy will be update annually or when new regulations or legislation is introduced.
- The safeguarding policy will be available on the school website and will be actively promoted with children, as appropriate, during the school day.
- The head will provide termly anonymised information to governors about safeguarding in her report. In addition, governors will be notified of any policy amendments.
- The DSL and deputies will liaise regularly about all CP concerns.
- Cases will be followed up and if necessary closed as a result of ongoing, rigorous and meticulous record keeping and communication with outside agencies and between the DSL and deputy DSLs.
- The school familiarises itself with the latest ISI guidance and ensures that it has procedures in place to meet the guidance therein.

Complaints

All complaints arising from the operation of this policy will be considered under the school's complaints procedure with reference to the LADO as necessary.

_____ Chair of governors _____ date

_____ Head _____ date

Multi-Agency Referral Unit 0300 123 1116
Cornwall and Isles of Scilly Safeguarding Children Partnership
<https://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/>
LADO 01872 326536
Education Welfare Officer 01872 327449
Devon & Cornwall Police: 101 (non-emergency) 999 (emergency) advice:
<https://www.devon-cornwall.police.uk/contact/>