

Moss Park Junior School



Safeguarding Policy

September 2016 (revised with new personnel)

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Sally Nunwick	Head.mossparkjs@trafford.gov.uk
Deputy DSL	Richard Boyer	Mossparkjun.admin@trafford.gov.uk
Head teacher	Sally Nunwick	Head.mossparkjs@trafford.gov.uk
Named Safeguarding Governor	Colin Cunningham	Mossparkjun.admin@trafford.gov.uk
Chair of Governors	Colin Cunningham	Mossparkjun.admin@trafford.gov.uk

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Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We recognise the expertise our staff builds by undertaking safeguarding training and managing safeguarding concerns on a daily basis. We therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (2016). This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body in September 2016. It is due for review on 1/9/2017

The model policy was revised in August 2016 to reflect the changes in national guidance as a consequence of the publication of revisions to 'Keeping Children Safe in Education' on 26 May 2016. This guidance will become statutory on 5 September 2016 and all schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

In accordance with the guidance, governing bodies and proprietors of independent schools and colleges should ensure that the school or college's safeguarding policy is:

- Publicly available via the school website or by other means
- Provided to all staff at induction along with a staff code of conduct

Governing Bodies and Proprietors should also ensure that all staff have read Part One and Annex A of 'Keeping Children Safe in Education' and that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of this guidance.

The revised guidance also states that Governing bodies and proprietors should provide staff with the opportunity to contribute to and shape safeguarding arrangements and child protection policy. It is recommended that schools and colleges consult staff on proposed changes to the safeguarding policy and seek their views on how arrangements could be further strengthened.

This policy has also been amended to include advice for practitioners updated by the DfE as follows:

What to do if you're worried a child is being abused, DfE (March 2015)

Information Sharing: Advice for practitioners, DfE (March 2015)

1 INTRODUCTION

- 1.1 This policy has been developed to ensure that all adults in **Moss Park Junior School** are working together to safeguard and promote the welfare of children and young people.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.
- 1.3 The **Head teacher** or, in their absence, the **Deputy Head**, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of **Moss Park Junior School**. This policy complements and supports other relevant school and Local Authority policies.
- 1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2015', **Moss Park Junior School** will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2 ETHOS

- 2.1 Moss Park Junior School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.
- 2.2 The Continuum of Needs and Response and the Early Help Assessment is embedded into everyday practice and procedures when responding to children's need. The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.
- 2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.
- 2.4 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.
- 2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015) and Trafford Safeguarding Children Board's procedures.

3 THE CURRICULUM

- 3.1 All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.
- 3.3 Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.
- 3.4 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.
- 3.5 The Governing body ensures our children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. In addition, other relevant issues are taught through personal, social, health and economic education (PSHE), tutorials (in FE colleges) and through sex and relationship education (SRE).

4 KEEPING RECORDS

- 4.1 Moss Park Junior School will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

We ensure that all child protection records are kept confidentially and securely and are separate from pupil records until the child's 25th birthday, Child Protection information must be copied and sent under separate cover to new school/college whilst the child is still under 18 (i.e. the information does not need to be sent to a university for example) .All this information must be redacted so the names of third parties are not stated. Where Child Protection records are passed on to another school/education setting/ then a receipt must be provided by the receiving school/education.

5 ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Sally Nunwick	Head.mossparkjs@trafford.gov.uk
Deputy DSL	Richard Boyer	Mossparkjun.admin@trafford.gov.uk
Head teacher	Sally Nunwick	Head.mossparkjs@trafford.gov.uk
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5.1 The Head teacher of Moss Park Junior School will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers
- Safe recruitment and selection of staff and volunteers is practiced
- At Moss Park Junior School the Head teacher is responsible for identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role:
 - **Richard Boyer - Acting Deputy Head**
 - **Katie Higson - Acting Assistant Head**
- Sufficient time and resources are made available to enable the Designated Safeguarding Lead to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is updated every three years
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus
- We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead (EWO) will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

5.2 The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead member of staff.
- a senior leader has Designated Safeguarding Lead responsibility
- The school's safeguarding policy is reviewed annually and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- All staff and volunteers who have regular contact with children and young people receive appropriate training which is up-dated by refresher training every 3 years.

- there is a Safeguarding policy together with a staff behaviour (code of conduct) policy
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A senior member of staff from leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a deputy DSL(s) who is appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role.
- On appointment, the Designated Safeguarding Lead undertakes interagency training and also undertakes an 'update' course every 2 years. In addition to formal training, DSL will ensure that they update their knowledge and skills at regular intervals but at least annually, to keep up with any developments relevant to their role
- any weaknesses in Child Protection are remedied immediately
- A member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head teacher
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
- that enhanced DBS checks are in place for all governors
- Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school

5.3 The Designated Safeguarding Lead has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Safeguarding Lead must be a member of the Senior Leadership Team of the school. The Designated Safeguarding Lead will:

- Act as the first point of contact with regards to all safeguarding matters
- Attend up-dated training every two years
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers and make sure that the Designated Person receives TSCB approved refresher training every three years
- Ensure that the schools actions are in line with the TSCB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on the TSCB website at www.tscb.org.uk/)
- Refer a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using a Single Agency Referral Form (SARF)
- Keep copies of all referrals to MARAT and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction
- Ensure that any staff with specific responsibility for safeguarding children receive Level 2 and above training
- Manage and keep secure the school's safeguarding records
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Head teacher about any safeguarding issues
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DFE concerning Safeguarding
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file
- Provide, with the Head teacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead, and by

all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)

- During term time the designated safeguarding lead and/ or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.

5.4 Staff

- All staff may raise concerns directly with Children's Social Care services
- All staff must be aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school
- All staff are aware that safeguarding concerns about adults in the school should be made to the Designated Safeguarding Lead or to the Head teacher
- All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns

6 SAFE RECRUITMENT AND SELECTION OF STAFF

- 6.1 The school's recruitment and selection policies and processes adhere to the DFE guidance set out in 'Keeping children safe in education-Statutory guidance for schools and colleges 'September 2016
- 6.2 The Head teacher and governing body will ensure that all staff and volunteers in supplementary schools using the mainstream school site will have updated DBS (will not apply for all schools and settings).
- 6.3 In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

7 WORKING WITH OTHER AGENCIES

- 7.1 Moss Park Junior School has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify the allocated social worker if:
- It has been agreed as part of any child protection plan or core group plan
 - A child subject to a child protection plan is about to be permanently excluded
 - There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.

8 CONFIDENTIALITY AND INFORMATION SHARING

- 8.1 Staff should ensure that confidentiality protocols are followed and information is shared appropriately. The Head teacher or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.
- 8.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

9 TRAINING FOR STAFF AND VOLUNTEERS

- 9.1 Training is provided for all staff and volunteers. When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct, Part one and Annex A of 'Keeping Children Safe in Education' and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. All staff are expected to read these key documents. They will also be provided with the recording form, given information on how to complete it and who to pass it to.

9.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within two weeks of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistleblowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school. I

9.3 In addition to this initial training:

- All staff and volunteers who are in regular contact with children will receive basic Level 1 training every 3 years.
- In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff will receive training or briefings on particular safeguarding issues, for example, Guns and Gangs, Forced Marriage, Domestic Abuse and Child Sexual Exploitation, Radicalisation (not all examples will be relevant to all schools or settings). We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Annex A of 'Keeping Children Safe in Education' (2016) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Trafford Safeguarding Children Board at www.tscb.co.uk
- All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is.
- Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school

10 RECORDING AND REPORTING CONCERNS

10.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Safeguarding Lead or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording systems.
- All concerns about a child or young person should be reported **without delay** and recorded in writing using the school's agreed template

10.2 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding children procedures](#) will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

10.3 We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

- 10.4 At Moss Park Junior School we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: '[Mandatory Reporting of Female Genital Mutilation - procedural information](#)' (October 2015).
- 10.5 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At Moss Park Junior School, we will ensure that:
- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
 - There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
 - The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
 - The DSL will make referrals in accordance with Trafford Channel Procedures and will represent our school at Channel meetings as required.
 - Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

11 INFORMING PARENTS/CARERS

- 11.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.
- 11.2 Parents and carers will be informed if a referral is to be made MARAT or any other agency.
- 11.3 Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Safeguarding Lead or Head teacher will seek advice from MARAT.

12 DOMESTIC ABUSE

- 12.1 The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.
- 12.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.
- 12.3 Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.
- 12.4 Any child or young person thought to be at immediate risk will be reported without delay to MARAT or the Emergency Duty Team will be contacted as soon as possible.

13 FORCED MARRIAGE

- 13.1 The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. Child abuse cannot be condoned for religious or cultural reasons.
- 13.2 Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.
- 13.4 If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

14 CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

- 14.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.
- 14.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues. This information will be shared with the parents/carers.

15 SAFER WORKING PRACTICE

- 15.1 The school/college expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- 15.2 The head teacher/principal will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school/college expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- 15.3 Staff and volunteers should be aware of current guidance on safe teaching practice contained in [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (October 2015). This will be refreshed each year and is distributed as part of the Code of Conduct.

16 SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (including Early Years provision)

- 16.1 Moss Park Junior School recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However a child/young person's safety will remain the priority of the school.
- 16.2 All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature.
- 16.3 Children/young people are not permitted to directly access items that do not belong to the school.
- 16.4 If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Head teacher or DSL should be informed immediately.

- 16.5 Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding

Use of mobile phones and devices

Mobile phones have a place in settings, especially when on outings. They are often the only means of contact available on trips and visits and can be helpful in ensuring children are kept safe.

- Only use mobile phones on trips and visits when away from school, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children
- Ensure all mobile phone use is open to scrutiny
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones
- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential

Personal mobiles

To protect children we will ensure that personal mobiles:

- Are stored securely out of the view or reach of children and will be switched off or on silent whilst staff are on duty.
- Are never used to take pictures of the children attending the setting
- Will never be used to take photographs, video or audio recordings in our setting
- Are not used to contact parents or children except in the event of an emergency
- Visitors not to use on entering the setting
- Older children have signed consent from their parents giving permission for the child to have a mobile and agreeing that they will be stored securely in the office and be switched off or on silent whilst in the setting.

Cameras: Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children we will:

- Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays). Ensure the school's designated camera/devices are only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- Ensure that children are appropriately dressed, and only use the child's first name with an image
- Ensure that personal cameras are not used to take photographs, video or audio recordings in our school without prior explicit written consent from the school, for example, for a special event, such as a Christmas play.
- Ensure that all images are stored securely and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws.
- Ensure where professional photographers are used DBS's, references and parental consent will be obtained prior to photographs being taken
- Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny

Social Networking Sites

Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all children/young people. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Head teacher or the DSL.

Any attempt by a child/young person to contact staff via such internet sites will immediately be reported to the Head teacher or DSL in order that appropriate advice can be given to the child/young person and their parents/carers regarding professional boundaries and the safety of the child/young person.

Sexting

'Sexting' is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However School takes a pro-active approach in its ICT and Enrichment programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are a number of definitions of 'sexting' but for the purposes of this policy sexting is simply defined as:

- Images or videos generated by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent
- These images are shared between young people and/or adults via a mobile phone, hand held device, computer, 'tablet' or website with people they may not even know

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that Moss Park Junior School applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason the Designated Safeguarding Lead (or Head teacher in the absence of the DSL) needs to be informed of any 'sexting' incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All colleagues are expected to be aware of this policy.

17. POSITION OF TRUST

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent

18. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- 18.1 The school follows the procedures recommended by the TSCB when dealing with allegations made against staff and volunteers.
- 18.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 18.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in <http://www.tscb.co.uk/procedures/allegations-of-abuse-made-against-adults-who-work-with-children-and-young-people.aspx> and Part 4 of 'Keeping Children Safe in Education', DfE (2016) are adhered

to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted via e-mail anita.hopkins@trafford.gov.uk or by phone 912 5024/MARAT 912 5215

- 18.4 If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head teacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Head teacher, this will be reported to the Chair of Governors and the LADO. In the event that neither the Head teacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head teacher or the Vice Chair of Governors.

The LADO can be contacted on 0161 9125024 or MARAT 0161 9125125.

- 18.5 The Head teacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.
- 18.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Head teacher or Chair of Governors should contact the LADO directly on 0161 9125010
- 18.7 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

19 COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

- 19.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

20 SERIOUS CASE REVIEWS

The Trafford Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- a. Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- b. Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- c. Improve inter-agency working to better safeguard and promote the welfare of children and young people.
- d. If required **Moss Park Junior School** will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

21 Disqualification by association

This section relates to primary schools with nurseries and/or reception classes and other schools where the school provides after school provision for children under the age of 8.

The school will implement the Childcare (Disqualification) Regulations 2009 by ensuring that staff who are disqualified by association because they live in the same household as a person disqualified under the Childcare Act 2006 are not able to work in an early years setting within the school and will ask the staff member to complete an annual declaration form which will be used to assess their suitability to work with children. A copy of the declaration is below



Childcare
Disqualification Requi

To do this the school will follow the statutory guidance "Disqualification under the Childcare Act 2006":
[Disqualification under the Childcare Act 2006 - Publications - GOV.UK](#)

Further Information on Safeguarding and Safeguarding Policies can be found on the TSCB Website at www.tscb.co.uk

Trafford Local Authority's HR Fair Recruitment Policy states that schools should seek an enhanced DBS and barred list check for those volunteers who:

- Frequently partake in regulated activity with children and young people
- Who are undertaking volunteering activity in an unsupervised capacity

Governors

As of September 1st 2016, schools must obtain an enhanced DBS and barred list check for all governors. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. If governors volunteer or carry out other duties that would be deemed as regulated activity then the appropriate checks must be applied.

**Policy reviewed 31/1/17 (on change of Head teacher/DSL)
Sally Nunwick
Head teacher**