



Child Protection and Safeguarding Policy

This policy applies to all staff, agency staff, contractors, governors and volunteers working in the school. It reflects current legislation, accepted best practice and complies with government guidance: Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (2016) Children Act (2004) Statutory Framework for Early Years foundation Stage (2014) The London Safeguarding Children Board Procedures and HM Prevent Duty Guidance 2015. What to do if you're worried a child is being abused (2015)

Designated child protection Lead	Enya Glanz
Deputy Designated lead	Sam Bracken / Anna Maton/Lisa Francis
Designated child protection governor	Glenda Shawley
Local Authority Designated Officer	Lisa Tingle - 020 8825 8155 / 0786 0779302

1. Purpose

At Montpelier we recognise the fundamental importance of safeguarding and its centrality to all our work. We believe that all children have the right to attend school and learn in a safe environment. "Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child". To do this, staff must know how to work to keep children safe, identify risks, signs of harm or potential harm and how to seek advice from the school's designated safeguarding leader. (Keeping children Safe in Education 2016)

Staff and Governors at Montpelier are aware that many children are the victims of different kinds of abuse and that they can be subjected to social factors that have an adverse impact upon their lives – including domestic violence, substance misuse, bullying, mental health and radicalisation. We also acknowledge that safeguarding incidents could happen anywhere and staff should maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

2. Definitions

The school adopts the definition used in the Children Act 2004 and in 'Working Together to Safeguard Children'. This can be summarised as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Safeguarding relates to a wide range of aspects of school life which are interconnected including:

- health and safety including pupils' health and safety
- pupils' attendance and wellbeing
- meeting the needs of pupils with medical conditions
- educational visits
- intimate care
- supervision including changing for P.E. or swimming
- e-safety
- acceptable use of technology
- safe use of images
- physical intervention or approach (the use of reasonable force or restraint)
- working alone with others
- visitors, parents, volunteers, contractors on site



- safer recruitment and DBS checks
- allegations against staff
- whistle blowing
- first aid
- school security and visitor management
- equality and diversity

Safeguarding can involve a range of specific issues:

- bullying including cyberbullying and prejudice-based bullying such as racist, disability, homophobic or transphobic abuse (see anti-bullying policy)
- radicalisation and extremist behaviour
- child sexual exploitation
- sexting
- drug and substance misuse
- gang and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- faith abuse
- gender based violence/violence against women and girls
- So-called 'honour-based' violence
- mental health
- private fostering
- trafficking
- hate
- missing children and adults strategy
- children missing education

3. Aims

The aims of this policy are to:

- Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- Support the children's development in ways that will foster security, confidence and independence, equipping them with the skills needed to keep them safe
- Raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse which will be followed by all members of the school community in cases of suspected abuse
- Support pupils who have been abused in accordance with the agreed child protection plan
- Establish a safe environment in which children can learn and develop.
- Provide a systematic means of monitoring children known or thought to be at risk of harm.
- Emphasise the need for good levels of communication between all members of staff.
- Develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Develop and promote effective working relationships with other agencies, especially the Police and Social Services
- Identify children who may benefit from **early help** and take appropriate action to support as soon as a problem emerges.

4. Procedures

We follow the procedures set out by Ealing Safeguarding Children Board (ESCB) and take account of guidance issued by the DfE to:

- Ensure we have a designated person for child protection who is a member of the senior leadership team and has received appropriate training and support for this role
- Ensure we have one or more deputy DSLs so that either the DSL or a deputy is always available to staff during school hours.
- Ensure we have a nominated governor responsible for child protection
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role
- Ensure all staff, students and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus
- Notify social care if there is an unexplained absence of more than two days of a pupil who is on the child protection register
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences
- Keep records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely, separate from the main pupil file and hard copies of child protection files are in a locked location.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer and report to the Local Authority Designated Officer (LADO), as appropriate
- Ensure safe recruitment practices are always followed, by having at least one person on each interview panel who has completed the Safer Recruitment training and by ensuring staff are DBS checked at the appropriate level and entered on the Single Central Record (SCR) and references are taken up and kept on file.
- Make a formal request to the previous school for safeguarding records for pupils who transfer from another school as part of our admission procedure(see appendix 9)

Further guidance can be obtained from 'What to do if you're worried a child is being abused' (2015)- non-statutory advice for practitioners. See links to key documents p14.

5. The role of the Headteacher

- To promote child protection and safeguarding as a priority.
- To support the designated child protection lead and other designated teachers in logging and reporting child protection concerns, ensuring they are able to attend conferences and core group meetings.
- To support the governing body in their child protection and safeguarding role.
- To ensure all recruitment is carried out appropriately.
- To ensure the single central record is maintained and up to date.
- To ensure all staff and governors receive approved external training every two years and the designated child protection teacher updates their training at least every two years.
- To deal with allegations of abuse which are made against staff or volunteers
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6. The role of the designated Child Protection Lead

- To raise the awareness of all staff, students and volunteers to the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children thought to be at risk.
- To emphasise the need for good levels of communication between all staff.



- To develop a structured internal procedure to be followed by all members of the school community in cases of suspected abuse.
- To promote understanding and build relationships with other agencies in order to work together more effectively.
- To work with the PSHCE co-ordinator to promote children's personal, social and health development in ways which foster security, confidence and independence and to work with the IT co-ordinator to promote e-safety.
- To ensure all new staff and volunteers are informed about the school's child protection and safeguarding policy during their induction.
- Ensure all staff receive safeguarding updates at least annually.
- To seek advice from and report cases to social care when appropriate.
- To develop a network of support which would be made known to staff or parents e.g. details of parent support groups; parent networks; relevant telephone numbers.
- To attend DSL training at least every two years and update knowledge and skills at least annually and keep up to date with changes in legislation
- Ensure deputy DSLs undergo training every two years and update their knowledge and skills annually.
- Promote early intervention by supporting staff to identify and report emerging problems and support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

7. The Role of the Governing Body

"Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare".

- To have a named governor responsible for looked after children and children subject to a child protection plan.
- To ensure an annual safeguarding report is completed and submitted to the full governing body before being copied to the designated local authority officer.
- To make at least one focus visit per year to audit child protection procedures.
- To track child protection data presented at termly governing body meetings.
- To review the child protection policy annually.
- To participate in training at least every two years.

8. Procedures for dealing with disclosures

It is vital that our actions do not abuse the child further or prejudice further enquiries. The following procedure is displayed on classroom noticeboards and in key rooms around the school.

If a member of staff receives a disclosure from a child they should:-

- 1) **Listen** -take what the child says seriously
-accept what the child says
- 2) **Stay calm** and in control.
- 3) **Reassure** and make the child feel safe.
- 4) **Use open questions** such as "is there anything else you want to tell me?" or "yes?" or "and?"
- 5) **Do not ask leading or probing questions** - it is not our role to investigate
- 6) **Make notes** about what was said - noting position of any physical injuries/marks if appropriate, on a body map.



- 7) **Don't promise confidentiality**, reassure the pupil that they have done the right thing, explain whom you will have to tell (the Designated Safeguarding Lead) and why.
- 8) **Inform the designated teacher** as soon as possible (see reporting procedures) and give them the notes made.

USE TED – **Tell me** what happened, **Explain** how this happened, **Describe** how this happened

9. Reporting Arrangements for Child Abuse Concerns

- All concerns should be reported if not immediately, as soon as possible and by the end of the session in which the concern arose to the designated safeguarding lead and the deputy safeguarding lead by email or verbally, or to the most senior member of staff available in their absence.
- If you have not received a response from one of the safeguarding leads within an hour, you should seek out the safeguarding lead in person or telephone to check their availability. If unsuccessful, please refer your concern immediately to the most senior member of staff available.
- Staff members who are unsure or have any doubts should always consult with the Designated Safeguarding Lead.
- Concerns will be discussed with relevant staff who may have additional information to pool, as soon as is appropriate. The person reporting may be asked to complete a child protection concern form, the information may be used to inform later action
- The designated safeguarding lead will plan a course of action as a matter of urgency, and ensure that a written record is made
- The designated safeguarding lead will decide whether, in the best interests of the child, the matter needs to be referred to Social Care. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that one or both of the parents may be the possible abuser (sexual or physical), the parents will be informed. In the case of a disclosure of sexual or physical abuse where a parent is the alleged abuser a conversation between school and children's services will take place as to who is the best agency to inform parents.
- The designated safeguarding lead may seek clarification or advice and consult with the Duty Social Worker before a referral is made. No decision to refer a case to Ealing Integrated Response Service (ECIRS) will be made without the fullest consideration. The safety of the child is our first priority.
- Referrals to outside agencies will usually be made by the designated child protection lead or the deputy designated child protection leads, although any adult may raise an urgent concern directly with social care.
- Staff will be released and covered if they need to attend internal or external child protection meetings.
- In exceptional circumstances, such as in an emergency staff should speak directly to Social Care

10. Recording and Monitoring Concerns

Good records can be the basis of valuable contributions to child protection conferences and court cases, helping to ensure that sound decisions are made. All concerns, discussions and decisions should be recorded in writing..

11. Early Help

School staff should bring all concerns to the attention of the designated lead. The designated lead will make an informed decision about whether the pupil is in immediate danger or risk of harm. If a concern is raised but the child is not in immediate danger or risk of harm, the designated lead will decide if early help is appropriate and if so, what action to take. Early help may include the involvement of outside agencies, for example through an Early Help Assessment and Plan (EHAP). If early help is appropriate the case will be monitored through regular review of the vulnerable pupil's register and consideration will be given to a referral to children's social care if the child's situation does not appear to be improving.

All staff have a responsibility to identify children who may benefit from early help in order to provide support as

soon as a problem emerges.

Records will be kept and logged in a pastoral file, when there is concern in school over:

- marks on child's body
- poor standard of appearance or change in standard of appearance
- unusual/different behaviour -including academic functioning and mood changes
- puzzling statements or stories from the child
- information from others
- Being without necessary equipment or clothing such as a PE kit, a coat in cold weather etc.
- A child who appears hungry or where a packed lunch or means of buying lunch have not been provided
- Persistent none/late attendance at school

All teachers will be responsible for recording concerns from their own observations or from information given to them by other school staff or other staff who are in regular contact with the child such as the Educational Social Worker (ESW) or the psychologist.

Statements should be written with the assumption that they are going to be SEEN by parents. The statements should clearly state whether it is OPINION or FACTUAL information being reported.

The Pastoral file for vulnerable pupils will be kept secure, password protected, in the Phase Leader Drive. The designated teacher will monitor cases and thresholds at least termly (see appendix 5 for full procedures).

12. Confidentiality

Pupils and their families are entitled to confidentiality but school staff have a duty to share confidential information with other professionals if a pupil is at risk, particularly investigating agencies. A child's welfare will always take precedence in information sharing.

If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she have a responsibility to refer for the child's own sake. Within that context, the child should, however be reassured that the matter will be disclosed only to the people who need to know about it.

Personal information about all pupils' and their families is regarded by those who work in this school as confidential. Staff who receive the information about children and families in the course of their work should have the information only within their professional context.

All records relating to child protection incidents will be maintained by the Designated Safeguarding Lead and deputy, stored securely and only shared as is consistent with the protection of children.

Under the Data Protection Act parents have a right to see all notes, unless the content could jeopardise a child's safety.

13. Working with Parents/Carers

The school will work with parents to support the needs of their child. The welfare of children is paramount however and it is the school's duty to safeguard all children, should a concern arise professional advice may be sought prior to contacting parents. The school aims to help parents understand that the school has a responsibility for the welfare of all pupils and a duty to refer cases to Social Care in the interests of the child. When working with parents, staff will need to have a non-judgmental attitude; respect confidentiality and recognise feelings of guilt, shame, betrayal and anger that may be evident in some circumstances.

This policy is available to all parents on the school website. Printed copies can be requested from the school office.



A notice informing parents/carers of contact details for reporting a concern are displayed on parent notice boards

14. Working with Children

The school will endeavour to support pupils to develop the confidence, skills and knowledge necessary to stay safe and to recognise and report concerns. In addition to the curriculum, Circle Time encourages discussion of any specific issues to the class that arise. Some other examples are; message boxes in classrooms and senior leaders' rooms, passes given to vulnerable pupils to speak to a named member of staff when needed, School Council in KS2, Playground Champions for KS2 and Playground Buddies for KS1 and Reception classes.

Many class texts are chosen for the issues that they raise ensuring a depth of understanding of safeguarding issues e.g. Journey to Jo'burg studied by Year 5 raises racism, slavery and human rights, Goodnight Mister Tom and The Diary of Anne Frank studied by Year 6 raises the effects of war, child abuse and separation. The content of the curriculum, in particular the personal, social, health, citizenship and economic (PSHCE) curriculum aims for children to develop an understanding of their rights and develop the skills they need to recognise and stay safe from abuse. During computing lessons children will be taught about the dangers of the internet, at an age appropriate level. Sex and Relationships education is also taught including raising awareness to different family structures to the conventional nuclear family. The curriculum overviews will outline subject content (see appendix 6 & 7).

The school ethos which underpins all school functioning promotes a positive, supportive and secure environment aimed at giving pupils a sense of being valued. This is encompassed within the school's BASICS model which is displayed in all classrooms and key areas around the school. The BASICS model underpins assembly themes: **B**elonging, **A**spiration, **S**afety, **I**dentify, **C**hallenge, **S**uccess. In addition, in all assemblies relating to **S**afety (e.g. road safety, e-Safety, safety at home, personal relationships, conflict resolution and managing feelings, anti-bullying) a slide is included which reminds children of who to approach if they have a concern including adults in the school and the ChildLine telephone number (see appendix 8).

School procedures for managing behaviour, bullying incidents and internet-safety support pupils in understanding what acceptable behaviour is and in learning to recognise that some behaviour is unacceptable. Anti-bullying posters are displayed around the school with the STOP acronym (Several Times On Purpose), as well as posters with the PANTS acronym (Privates are private, Always remember your body belongs to you, No means no, Talk about secrets that upset you, Speak up – someone can help) from the NSPCC and Childline contact details.

The school will ensure that the child's wishes are taken into account when determining what action to take and what services to provide to protect individual children by ensuring children have opportunities to express their views and give feedback.

The designated leads will offer guidance and support to staff who are working with pupils living in families experiencing difficulties relating to mental ill-health and / or substance misuse / and /or domestic violence. The school will liaise with other agencies that support pupils such as Social Care, Child and Adult Mental Health Service (CAHMS), education welfare service and educational psychology service. Support plans, working in partnerships with outside agencies, will be put in place for pupils who have been subject to abuse.

15. Children with special educational needs and disabilities

The school recognises that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The DSL will consult with the SENCO if a concern has been raised to plan the best course of action.

Staff should be aware of any additional barriers when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;



- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

16. Safeguarding allegations made against pupils by other pupils

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. Occasionally, allegations may be made against children by others which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation and sexting. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

Examples of safeguarding issues against a pupil could include:

- Physical Abuse
- violence, particularly pre-planned
- forcing others to use drugs or alcohol
- Emotional Abuse
- blackmail or extortion
- threats and intimidation
- Sexual Abuse
- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting
- Sexual Exploitation
- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils will present a safeguarding risk to other pupils. The school should be informed by the relevant agency that the young person raises safeguarding concerns; for example, they have experienced serious abuse themselves. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Managing allegations

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.



- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures
- Where neither Ealing Children's Social Care nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's behaviour procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

16. SUPPORTING ABUSED CHILDREN

Staff can support abused children by:-

- Listening
- Valuing what they say
- Acting on what has been said
- Boosting their self-esteem and confidence through achievable tasks
- Being consistent - following the behaviour policy
- Allowing a controlled outlet for anger
- Using outside agencies where appropriate
- Being sensitive to their needs
- Not singling them out
- Working with other staff to make an action plan for the child

Lisa Francis is the named teacher for Looked After Children (LAC) in school.

The lead will promote the educational achievement of looked after children and ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. The lead will ensure that appropriate staff have the information they need in relation to a child's looked after legal status. The lead will ensure they have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

17. Children who are the subject to court orders

- Where a court order has been presented to the school, it will be scanned and attached to the pupil's profile and annotated in both the quick note section on the front page of the pupil's profile and also in the parent details on the Schools Information Management System (SIMS).
- The information will be shared with relevant staff
- Class teachers are issued with a list of 'adults authorised to collect' and follow a procedure to ensure that children are not collected by anyone other than those authorised.
- The school administrator will issue supply teachers with a list of 'adults authorised to collect', upon their arrival at the school
- Staff are aware that children should not be handed over to adults who are not authorised
- The school cannot prevent a parent from collecting their child without a court order.
- If there is any uncertainty, staff will refer to the designated lead or deputy lead and in their absence the most senior member of staff

18. Procedures when a child is on the Child Protection Register

- When the school receives information and / or notification from Social Care about a child on the child protection register the information will go into the child's file which will be kept separate from other school records and stored in the locked filing cabinet, in the office of the designated or deputy lead. Access will be controlled. Hard copies of documents for pupils subject to CIN plans will also be kept in the locked filing cabinet.
- The information will be shared on a 'need to know' basis with the senior staff and other staff who work directly with the child.
- The designated lead or deputy will generally represent the school at child protection meetings. If they are unable to attend then another member of the SLT will be asked to attend.
- Academic progress, attendance, social development, information from the pastoral file and any other relevant information will be included in the schools report to the conference, which will be filled in on the standard social services form.
- Concerns noted by the school once the child is registered will be referred to the designated child protection lead.
- The child's progress will be monitored by the class teacher who will report any concerns to the appropriate DHT/ designated lead. If the child has been registered for special educational needs the SENDCO will also discuss the child with the class teacher as appropriate.
- The designated teacher will advise social care when a pupil leaves the school.

19. Responding to concerns of abuse against staff and volunteers

All school staff should take care not to place themselves in a vulnerable position with a child. Staff should always conduct interviews or work with individual children or parents with or in view of other adults. All staff must understand that they are employed in a 'Position of Trust'.

Staff must report to the head teacher any concerns which they have about the safeguarding practice of colleagues and volunteers. The head teacher on all such occasions will discuss the content of the allegation with the LA Designated Officer (LADO) for Child Protection. The School has adopted the local authority procedures for dealing with allegations against staff.

If the complaint is against the headteacher this must be made to the chair of governors. The Chair will consult with the LA's Lead Officer for Child Protection (LADO).

A referral to the DBS must be made if someone 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 had they not left. Referrals should be made to both DBS (Disclosure and Barring Service) and the NCTL (National College for Teaching and Leadership) in cases where there is alleged serious teacher misconduct as well as harm or risk of harm to a child.

The School has adopted the local authority procedures for dealing with allegations against staff; 'Ealing Council model procedure for schools responding to allegations of abuse by teachers and other staff'.

Investigations against staff will be conducted by the headteacher. Investigations against the headteacher will be carried out by the Chair of Governors with appropriate support from the deputy headteacher and the Local Authority.

The Ealing LADO is:

Lisa Tingle

TingleL@ealing.gov.uk(link sends e-mail)

Landline: 020 8825 8155

Mobile number: 0786 0779302

In the absence of the LADO please contact the child protection advisors on 020 8825 8930 who have delegated LADO responsibilities.

20. Safer Recruitment

Each staff selection panel will contain at least one member trained in Safer Recruitment. Appropriate pre-appointment checks will be made for all staff and volunteers undertaking regulated activity as per the guidance in Keeping Children Safe in Education, DfE (2016). All staff, Governors and volunteers are required to have an enhanced criminal records certificate from the DBS. Safe staff checks will be undertaken on all adults working in the school to establish the suitability of a person to work with children in line with Ealing's Safe Recruitment procedures. Records of these checks will be kept in accordance with 'Keeping Children Safe in Education' DfE 2016.

Where another body provides services or activities separately, using the school premises, the Business Manager will ensure that the body concerned has appropriate policies and procedures in place in regard to safer recruitment and safeguarding children and a copy of their child protection policy will be kept on file. See Recruitment and Selection Policy for further details.

21. Technology, Mobile Phones and Cameras

Appropriate use of technology, including mobile phones, which capture photographs or video is essential at Montpelier Primary School. The use of mobile phones and other recording devices such as iPads does not detract from the quality of supervision and care of children.

Practitioners are able to use their personal mobile phone during their break times or when working away from children. While working with children or in areas where children are present phones must be switched off and kept out of the reach of children, parents and volunteers. An exception to this is the usage of mobile phones which are the property of the school. All staff are made aware of their duty to follow this procedure. (See the E-Safety section of the IT policy for further information).

22. Online Safety

The school will ensure appropriate filters and monitoring systems are in place to protect pupils from inappropriate and harmful online material. Pupils will be taught about online safety through opportunities within the curriculum.

23. The Early Years Foundation Stage

All the requirements of this policy apply equally to children in the EYFS so far as they are relevant to this age group. In addition, the following child protection policy and procedure for the EYFS applies, in line with the statutory framework for the Early Years Foundation Stage (2014).

- Parents/carers must leave the early years setting if they need to use their mobile phone.
- Parents/carers are prohibited from taking any photographs or recordings of children in the early years setting, the only exception would be in the event of a class performance.
- The school will seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and they will only use school equipment for this purpose.
- Staff must not use mobile phones whilst children are present unless in an emergency situation (and agreed with a member of SLT).
- School cameras should be used for all recording/photographing purposes both in and out of school. These images should only be printed out at school and staff should not take home any photographs or recordings of children under any circumstances.
- Further information is available in the school policy on acceptable use of technology.



The school actively discourages parents from posting images of pupils taken at school on any social media.

The school will notify Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

24. Children Missing From Education

A child going missing from education is a potential indicator of abuse or neglect. The school has in place procedures for dealing with children that go missing from education. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. The school will inform the local authority 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, at such intervals as are agreed between the school and the local authority .

The school will inform the local authority 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 reasonable distance of the school at which they are registered;
- 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,
- have been permanently excluded.

25. Extremism and Radicalisation

The school recognises that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils, staff, volunteers, parents, carers, contractors or visitors will always be challenged and where appropriate dealt with in line with our Behaviour / Anti- Bullying Policies for pupils and the Code of Conduct for staff.

When operating this policy we adhere to government guidance of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'. Staff undergo PREVENT training as part of the school's safeguarding training programme and are made aware of their statutory duty to have 'due regard to the need to prevent people from being drawn into terrorism' (Revised Prevent Duty Guidance July 2015).

26. So – called 'honour based violence

So-called 'honour based violence' (HBV) encompasses crimes which have been committed to protect or defend the honour of the family or community. These include the practices of female genital mutilation and forced marriage. All forms of HBV are abuse and must be referred to the DSL who will the appropriate professional agency.

27. Female Genital Mutilation (FGM)

The school is aware that it is an offence to carry out FGM of any kind in the UK or for a UK national or permanent UK resident to assist in the carrying out of FGM abroad. We recognise that the procedure may be carried out on females at any age. However, the majority of cases of FGM are thought to take place between the ages of five and eight, therefore girls at primary school are within the high risk bracket.

Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for recovery before the new term. Staff must ensure that no particular group within society is stereotyped. If you have any concerns, do not question the child, report directly to the safeguarding lead. If it is discovered that an act of FGM appears to have been carried out on a girl under 18 the designated lead or deputy must be report this to the police.

Indications that FGM may be about to take place

- An elder female family member is visiting from the country of origin
- Overheard references to FGM in conversations between children
- A girl may confide that she is having a 'special procedure' or to attend a special occasion to 'become a woman'
- A girl may request help from a teacher or other adult if she becomes aware or suspects she is at risk
- Parents taking the child out of the country for a prolonged period.

28. Forced Marriage

Forced marriage is a crime in the UK. It is a marriage entered into without the free and full consent of one or both parties and where a threat of violence or other form of coercion (emotional/psychological) is used to force a person into a marriage.

Indications of forced marriage

- Persistent, unexplained or suspicious absence or truancy
- Request for extended leave of absence to country of origin and failure to return
- Fear about forthcoming school holidays
- Decline in behaviour, engagement, performance, punctuality
- Surveillance by siblings or cousins at school
- Anxiety, depression, low self-esteem, self-harming or eating disorders
- Being withdrawn from school by those with parental responsibility
- Sudden announcement of engagement
- Not allowed to participate in extra-curricular activities

29. Child Sexual exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. Any suspicion of child exploitation should be reported as abuse to the DSL.

Indications of children being sexually exploited

- Regularly missing from school
- 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
- displaying inappropriate sexualised behaviour

It also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

30. Visitor Management

The School requires that all visitors comply with its policy and procedures as outlined in the Visitor Management policy. Failure so to do may result in the visitor's escorted departure from the school site and/or being refused permission to access the school site, either temporarily or permanently, in the future. The policy is designed to



safeguard all children and staff under this school's responsibility both during school hours and out of school hours activities which are arranged by the school. The ultimate aim is to ensure that students at Montpelier Primary School can learn and enjoy extra-curricular experiences, in an environment where they are safe from harm.

The policy outlines a clear protocol and procedure for the admittance of external visitors to the school that is understood by all staff, governors, visitors and parents. It conforms to child protection and safeguarding guidelines. It applies to all non-staff persons accessing the school site and applies during normal school hours, during after-school activities and on school organised (and supervised) off-site activities.

31. Activities out of school hours

This child protection policy applies equally to activities out of school hours. Arrangements for the management of lettings are outlined in our Lettings Policy. Individuals and organisations using the school premises to deliver activities for children (whether on roll at Montpelier or otherwise) are required to provide a satisfactory child protection policy and safeguarding procedures. Documentation includes, but is not limited to, confirmation that they adhere to safer recruitment procedures, suitable arrangements in the event of non-collection of a child and confirmation that there will be a suitably qualified first-aider on-site during their activity. Site security remains of paramount importance and organisers/club leaders are responsible for the security of the premises and for controlling access thereto.

32. Private Fostering

If a member of staff or volunteer becomes aware that a pupil may be in a private fostering arrangement, that is, provided with care and accommodation by someone to whom they are not related, it should be raised with the DSL. The school is aware of its duty to inform the local authority of any child in such an arrangement.

33. Training and Support

Staff, governors and volunteers are given training to be vigilant in cases of suspected child abuse in order to recognise the signs and symptoms through:

- Whole staff safeguarding training, annually.
- Regular teacher briefing meetings
- Externally provided governor training every two years.
- Designated training for the safeguarding lead and deputy designated lead, every two years.
- Staff, student and volunteer first induction meeting
- Courses run by Ealing Safeguarding Children Board as appropriate
- Information and guidance available in the staff, volunteer and student handbooks

Emotional support for staff involved in difficult cases will be provided by the designated teacher and peers will be encouraged to provide a support network. When necessary, support from the local authority will be requested

Monitoring and Evaluation

The policy will be monitored by the governing body and reviewed annually (or earlier if necessary) by the senior leadership team.

Links to Key Documents

[Keeping children Safe In Education 2016](#)

[Working Together to Safeguard Children](#)

[What to do if you are worried a child is being abused](#)



Montpelier Primary School

[EGFL – Safeguarding](#)

[Ealing Code of Conduct](#)

[Responding to Allegations of Abuse Against Teachers](#)

[Making a Referral \(ECIRS\)](#)

[Ealing Thresholds of Need](#)

[Female genital mutilation](#)

[Forced Marriage](#)

[Fabricated or induced illness](#)

[Ealing-Multi-Agency Protocol and Thresholds of Need Guide](#)

[Ealing Council Model procedure for schools responding to allegations of abuse by teachers and other school staff](#)

[Missing children and adults strategy](#)

[NSPCC](#)

[MindEd](#)

[Children missing Education](#)

[The Prevent duty advice 2015](#)

[Revised Prevent Duty guidance 2015](#)

[Child Sexual Exploitation](#)