Oliver Goldsmith Primary 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.

The School’s Child Protection (CP) policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2002 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), and the guidance contained in “Working Together to Safeguard Children”, the DfE’s statutory guidance “Keeping children safe in education”, Ofsted Guidance and procedures produced by the London Safeguarding Children Board (LSCB) and the Southwark Safeguarding Children Board (SSCB). We also have regard to the advice contained in DfE’s “What to do if you’re worried a child is being abused” and “Information Sharing – Advice for practitioners”. The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

We will ensure that all staff read at least Part one of DfE guidance “Keeping children safe in education” and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one.

POLICY AIMS
The purpose of this policy is to:

• Identify the names of responsible persons in the school and explain the purpose of their role
• Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school
• Identify the particular attention that should be paid to those children who fall into a category that might be deemed “vulnerable”
• Set out expectations in respect of training
• Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
• Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers, contractors etc.
• Outline how complaints against staff will be handled
• Set out expectations regarding record keeping
• Clarify how children will be kept safe through the everyday life of the school
• Outline how the implementation of this policy will be monitored.

This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

This policy comes with five appendices:

Appendix 1: Safeguarding Procedures at Oliver Goldsmith
Appendix 2: Advice on Photography and Images
Appendix 3: Safer Recruitment Procedures
Appendix 4: Advisory Code of Conduct for Staff
Appendix 5: Prevent Action Plan
RESPONSIBILITIES AND IMMEDIATE ACTION

Safeguarding and promoting the welfare of children in our school is the responsibility of the whole school community. All adults working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of the school’s leadership team; two of whom are on duty each day.

The Designated Strategic Safeguarding Lead is: Anita Asumadu
The Designated Operational Safeguarding Lead is: Kamla Tirvengadum
The Deputy Designated Safeguarding Lead(s) is/are: Janine Naylor (Deputy Head), Rose Moses (Assistant Head) and Barbara Cole (EMA Co-ordinator). The Governor with responsibility for Safeguarding is Emma Sullivan.

All members of staff have a professional responsibility to disclose relevant information to appropriate professional agencies and particularly to Children’s Social Care and the Police Child Abuse Investigation Team, as part of the process of ‘Working Together’ within the safeguarding framework.

The Designated Safeguarding Lead is also the first point of contact for external agencies that 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/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Safeguarding Lead and the member of staff reporting the concern, advice will be sought from the Deputy Designated Safeguarding Lead, the LA’s Strategic Lead Officer for safeguarding in education services or the Early Help Service (EHS) Duty Manager. If a child is in immediate danger or is at risk of harm, a referral will be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead will be informed, as soon as possible, that a referral has been made.

This policy serves to safeguard children against all types of abuse, including; physical abuse, emotional abuse, sexual abuse, neglect, child sexual exploitation (CSE), female genital mutilation (FGM) and/or Radicalisation/Prevent.

Types of child 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. 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, 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 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. 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 include 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, 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 or 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)**

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited 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 inappropriate 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 can not be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation 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 this school, this will result in an immediate referral to Children’s Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the [London Child Protection Procedures](#). This will determine how and when information will be shared with parents and the investigating agencies.

**Female Genital Mutilation (FGM)**

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.
FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. The practice is not required by any religion.

FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.

FGM is prevalent in 30 countries. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East like Iraq and Yemen, it has also been documented in communities in Colombia, Iran, Israel, Oman, The United Arab Emirates, The Occupied Palestinian Territories, India, Indonesia, Malaysia, Pakistan and Saudi Arabia. It has also been identified in parts of Europe, North America and Australia.

FGM is illegal in the UK. It is estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM and approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

We note a new duty that was introduced on 31 October 2015 that requires teachers, which includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions to report ‘known’ cases of FGM in girls aged under 18 to the police. The duty applies to any teacher who is employed or engaged to carry out ‘teaching work’, whether or not they have qualified teacher status, in maintained schools, academies, free schools, independent schools, non-maintained special schools, sixth form colleges, 16-19 academies, relevant youth accommodation or children’s homes in England. The duty does not apply in relation to suspected cases – it is limited to ‘known’ cases (i.e. those which are visually identified or disclosed to a professional by the victim). The duty does not apply in cases where the woman is over 18 at the time of the disclosure/discovery of FGM (even if she was under 18 when the FGM was carried out). Further information on this duty can be found in the document "Mandatory Reporting of Female Genital Mutilation – procedural information".

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard 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 ways 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 an 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 (e.g. 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 or 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 (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive 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.

**Channel** is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children’s and youth services and offender management services) and the local community.

We will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to Southwark Multi Agency Safeguarding Hub (MASH). The MASH will share the referral details of new referrals with the Prevent lead police officer and LA Prevent coordinator at the point the referral is received. The referral will then be processed though the MASH multi agency information sharing system and parallel to this the Prevent police officer will be carrying out initial screening checks. The Prevent police officer will make a referral to the Channel Practitioner if there are sufficient concerns.

**Private Fostering**

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a ‘close relative’. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that Southwark Council should be notified if anyone is looking after someone else’s child for 28 days or more. The purpose of the council’s involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family, maintaining cultural identity.

If we become aware of a child in a private fostering arrangement within Southwark, we will notify the council’s Multi Agency Safeguarding Hub (MASH) by emailing MASH@southwark.gov.uk or calling 020 7525 1921. Advice about whether there is a need to notify the council, can be obtained by calling 07539 346808 or sending an email to privatefosteringadvice@southwark.gov.uk.

**Referrals**

Safeguarding referrals should be made to Southwark Multi Agency Safeguarding Hub (MASH) via a Common Assessment Framework (CAF) form and copied to the LA’s Schools Safeguarding Coordinator. Prior to any written CAF being sent as a referral to social care, there should be a verbal consultation with the MASH social worker or manager, by calling the duty desk on 020 7525 1921, to ensure that making a referral is an appropriate action. The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example alleged or suspected child sexual abuse, Honour Based Violence, fabricated or induced
illness or the Designated Safeguarding Lead has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. **If a pupil is thought to be at immediate risk because 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 substance, this will immediately be reported for investigation. **Referrals to Children’s Social Care will be confirmed in writing, using the Common Assessment Framework Form and copied to the LA’s Safeguarding Coordinator.**

All parents applying for places at this school 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 of this as soon as possible.

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

**VULNERABLE PUPILS**

Particular vigilance will be exercised in respect of pupils who are subject to Child Protection Plan and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing; copied to the LA’s Schools Safeguarding Coordinator). If the pupil in question is a Looked-After child, this will also be brought to the notice of the Designated Person with responsibility for children in public care.

We acknowledge that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

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 Designated Safeguarding Lead as a safeguarding issue.

We will always exercise sensitivity in acknowledgement of the wishes and feelings of children. The School also acknowledges the additional need for support and protection of children who are vulnerable by virtue of 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, using the translation service if necessary.

The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and peer on peer abuse within a Child Protection context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the school’s behaviour policy. As a school, we will minimise the risk of allegations against other pupils by providing a developmentally appropriate PSHE syllabus which develops pupils’ understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued, delivering targeted work on assertiveness and keeping safe to those pupils identified as
being at risk, developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils. Occasionally allegation may be of a peer on peer abuse nature, which may include physical abuse (violence, particularly pre-planned, forcing other children to use drugs or alcohol), emotional abuse (blackmail or extortion, threats and intimidation), sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing or videoing other children performing indecent acts). Any possible peer on peer abuse case will be shared with the designated safeguarding lead with a view to referring to appropriate agencies following the referral procedures.

We will always ascertain the views and feelings of all children. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children.

TRAINING

Each member of staff and governor at Oliver Goldsmith Primary School has a duty to be aware of current issues and to be clear about their individual responsibilities in respect of child protection.

Whole-school in-service training on safeguarding issues will be organised on at least a three yearly basis and the next CP INSET session for all staff will take place before September 2017. In addition, all staff members will 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 newly recruited staff (teaching and non-teaching) and Governors will be apprised of this policy and will be required to attend relevant LA or Safeguarding Board training. In addition, all new staff and temporary staff will be required to attend an induction session with the Designated Safeguarding Lead or their deputy on their first day in the school.

The Designated Safeguarding Lead (and their Deputies) will attend the LA’s dedicated induction course and then refresher training at least every two years. The designated safeguarding lead will also undertake Prevent awareness training. In addition to this formal training, their knowledge and skills will be refreshed (for example, via e-bulletins, meeting other designated safeguarding leads or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role. Designated staff will be encouraged to attend appropriate network meetings and to participate in the multi-agency training programme organised by the Southwark Safeguarding Children Board (SSCB).

RECRUITMENT

Oliver Goldsmith Primary School is committed to the principles of safer recruitment and, as part of that, adopts recruitment procedures that help deter, reject and/or identify people who might abuse children. Safe recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate criminal record checks [Disclosure and Barring Service (DBS) checks], barred list checks and prohibition checks will be undertaken. The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in the school, as outlined in Part three of the DfE guidance “Keeping children safe in education”. We will also have regard to DfE’s statutory guidance for schools about the employment of staff disqualified from childcare “Disqualification under the Childcare Act 2006”, which also contains information about ‘disqualification by association’.

Relevant members of staff and governors who are involved in recruitment will undertake safer recruitment training. The school will ensure that at least one person on any appointment panel has undertaken safer recruitment training in line with staffing regulations.
This School will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the School on a permanent or temporary basis will be given a copy of this policy, "Working to do if you're worried a child is being abused" and they will be alerted to our safeguarding procedures through the statement included in the Supply Teachers’ Handbook.

Additionally, the Staff Handbook confirms CP procedures within the School.

**VOLUNTEERS**

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subject to all reasonable vetting procedures and enhanced DBS Checks. Where it has not been possible / appropriate to instigate an enhanced DBS check for volunteers, they may be required to provide references and asked to sign a declaration that they have not been convicted of any criminal or disciplinary offence which could preclude their employment as a worker with children. Volunteers will work under the direct supervision of an established member of staff and will be subject to the same code of conduct as paid employees of the school. At no time will they be given responsibility for the personal care of pupils.

Under no circumstances a volunteer in respect of whom no checks have been obtained will be left unsupervised or allowed to work in regulated activity.

Volunteers who on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in our school are deemed to be in regulated activity. We will obtain an enhanced DBS certificate (which will include barred list information) for all volunteers who are new to working in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, we may conduct a repeat DBS check (which will include barred list information) on any such volunteer should we have any concerns.

The law has removed supervised volunteers from regulated activity. There is no legal requirement to obtain DBS certificate for volunteers who are not in regulated activity and who are supervised regularly and on ongoing day to day basis by a person who is in regulated activity, but an enhanced DBS check without a barred list check may be requested following a risk assessment.

Further information on checks on volunteers can be found in Part three of the DfE guidance “Keeping children safe in education”.

Volunteers will be subject to the same code of conduct as paid employees of the school.

Voluntary sector groups that operate within this school or provide off-site services for our pupils or use school facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the Southwark Safeguarding Children Board. Premises lettings and loans are subject to acceptance of this requirement.

**STAFF CODE OF CONDUCT**

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. The Teachers’ Standards 2012 state that all teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the school's Behaviour Management Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. 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 Headteacher and parents. Any physical restraint used will comply with DfE guidance “Use of reasonable force in schools”.

Southwark Children’s & Adults’ Services
Model Oliver Goldsmith School Safeguarding Policy – August 2016
Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents and health authority.

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 1:1 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 a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher. Visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Headteacher. Any unplanned contact of this nature or suspected infatuations or “crushes” will be reported to the Headteacher. Before undertaking any trip outside of the school, school staff will complete a thorough risk assessment to safeguard against any potential hazards or risks; this risk assessment will then be signed off by the Head teacher. Staff supervising off-site activities or school journeys will be provided with a school mobile phone as a point of contact for parents and carers.

Staff will only use the school’s digital technology resources and systems for professional purposes or for uses deemed ‘reasonable’ by the Head and Governing Body. Staff will only use the approved school email, school learning platform or other school approved communication systems with pupils or parents/carers and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to pupils or parents/carers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home.

Staff should be aware of the school’s whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Headteacher or one of the Designated Safeguarding Leads if the Headteacher is not available and nothing should be said to the colleague involved. It should be shared with the Chair of Governors if it relates to the Headteacher.

**CONTRACTORS**

Building contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for this. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the Leadership Team deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the school's code of conduct for staff.

Individuals and organisations that are contracted by the school to work with or provide services to pupils will be expected to adhere to this policy and their compliance will be monitored. Any such contractors will be subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly). Contractors for whom an appropriate DBS check has not been
undertaken will be supervised if they will have contact with children. Under no circumstances we will allow a contractor in respect of whom no checks have been obtained to work unsupervised, or engage in regulated activity. We will determine the appropriate level of supervision depending on the circumstances.

We will always check the identity of contractors and their staff on arrival at the school.

COMPLAINTS/ALLEGATIONS MADE AGAINST STAFF

*Oliver Goldsmith Primary School* takes seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member staff or volunteer. All such complaints will be brought immediately to the attention of the Headteacher or one of the Designated Safeguarding Leads if the Headteacher is not available and nothing should be said to the colleague involved. In cases where the Headteacher is the subject of the allegation or concern, they will be reported to the Chair of Governors, in order that they may activate the appropriate procedures. These procedures are used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- behaved 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 children.

The Local Authority’s Designated Officer(s) (DO) should be informed of all allegations that come to a school’s attention and appear to meet the criteria. Contact can also be made with LA’s Schools Safeguarding Coordinator who will liaise with the DO. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children’s social care services. In these cases, local arrangements will be followed to resolve cases without delay.

Some rare allegations will be so serious they will require immediate intervention by children’s social care services and/or police. In such cases, referral to the DO will lead to a Strategy Meeting or Discussion being held in accordance with the DfE guidance and London SCB procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

The school has a legal duty to refer to the 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 had they not left. The DBS will consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual concerned.

The full procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part Four of the DfE guidance *Keeping children safe in education*.

The Chair of Governors is: Bola Ogun (contact details)
The Vice-chair is: Emma Sullivan and Farah Nur

The LA’s DO is: Jackie Cook, Head of Social Work Improvement and Quality Assurance
020 7525 5867
Eva Simcock 020 7525 0689

There is also a duty system and one of the CP Coordinators in Quality Assurance Unit is on duty each day to deal with DO issues when DO is unavailable. Duty telephone number for enquiries/referrals is 020 7525 3297

The LA’s Strategic Lead Officer for safeguarding in education services is: Nina Dohel 020 7525 3252
The LA’s Deputy in education services is: the EHS Duty Manager 020 7525 3893
The LA’s Schools Safeguarding Coordinator is: Apo ÇAĞIRICI 020 7525 2715
EHS Duty Officer (Education): 020 7525 2714
We also note the ‘Safeguarding information for professionals and the community in Southwark’ on Southwark Council’s website.

**CHILD PROTECTION & RECORDS**

All referrals to the Designated Lead and CSC are logged, as is the resolution to such referrals.

Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils, using the school’s safeguarding referral form whilst the conversation/incident is fresh in the writer’s mind and records are clearly dated and signed. These notes are significant especially if the incident or the concern does not lead to a referral to other agencies. This information may be shared directly with other agencies as appropriate. All contact with parents and external agencies will be logged and these will be kept as CP records. The school will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous “secrets”.

Child protection records are not open to pupils or parents. All CP records are kept securely by the Designated Safeguarding Lead and separately from educational records. They may only be accessed by the Designated Safeguarding Lead, their Deputies and the senior managers of the school.

Reports for Initial/review case conferences and Looked After Children reviews are written, in the appropriate format by the Designated Lead following consultation with appropriate staff members. The content of Child Protection Conference or Review reports prepared by the school will follow the headings recommended by Children’s Services and will, wherever possible, be shared with the parents/carer in advance of the meeting.

Child Protection records will be sent to receiving schools separately and under a confidential cover when pupils leave the school, ensuring secure transit and a confirmation of receipt will be obtained. If a pupil is withdrawn from the school having not reached the normal date of transfer; due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted and to ensure that their educational records are sent without delay to the child’s new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Early Help Service either through the EHS Duty Officer or through the local team manager in order that they might make further enquiries. If this school receives educational records concerning a child who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA’s Children’s Services Department. A child’s name will only be removed from the School’s Admissions Register in accordance with the Pupil Registration Regulations or with the authorisation of the Local Team Manager in the Early Help Service.

All additions to or deletions from the school roll will trigger the completion of a Common Transfer File (CTF) which will be downloaded to the appropriate database via the S2S system with particular regard to pupils leaving the school with unknown destination, i.e a ‘child missing from Education’.

The school will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate and up to date records of those with Parental Responsibility and emergency contacts. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their written consent.

The Designated Safeguarding Leads do not have exclusive responsibility for safeguarding but are the focal point for referrals and for enquiries from outside agencies. All members of staff at Oliver Goldsmith Primary School know the names of the Designated Safeguarding Team, two of whom are named on the bulletin each day as being on duty.
SAFETY IN THE SCHOOL

For the protection of both staff and pupils, glass panels are fitted to the doors of all rooms used for teaching. Under no circumstances must these clear panels ever be obscured. No internal doors to classrooms will be locked whilst pupils are present in these areas.

Entry to Oliver Goldsmith Primary School is controlled by an intercom system and during pupil contact times, by constant staff supervision in the school office. Premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance which operate on the outside perimeter fence and in the playgrounds. Authorised visitors to the school will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. Unidentified visitors will be challenged by staff or reported to the Headteacher or school office. Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case so that if police stops these individuals they can be spoken to about what they were doing and dealt with accordingly. Brief information about the incident will be sent to LA’s Schools Safeguarding Coordinator with a view to alerting other local schools in liaison with the police and through appropriate systems.

Parents, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities with the prior consent of the school and then only in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents whose children may be captured on film. Without this consent the Data Protection legislation would be breached. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

It is school policy that children are dropped off and picked up by responsible persons over the age of 16 years old. Anyone under 16 years old who presents at the school to collect a sibling, family member or friend will not be allowed to take the pupil.

CURRICULUM

Oliver Goldsmith Primary School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle and through PSHE lessons, pupils will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly – empowering children to keep safe and protect themselves and others
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help – challenge bullying, racism and other ill-treatment towards each other;
- to use assertiveness techniques to resist unhelpful pressure – contribute to growth of self-esteem and personal autonomy for all;
- emotional literacy – build resilience

All computer equipment and internet access within the School will be subject to appropriate "parental controls" and Internet safety rules in line with our Online Safety Policy.

Images taken must be for private use only. Recording and/or photographing other children other than for private use would require the consent of other parents/carers whose children may be captured on film. Without this consent the Data Protection legislation would be breached.
It is NEVER appropriate for individual staff members to photograph children using their own mobile phones or cameras.

HEALTHY SCHOOLS

Oliver Goldsmith Primary School will work with partners to promote a whole healthy school approach and achieving the “Healthy School London” status – including a focus on the curriculum with the aim of:

- Developing a school ethos, culture, spiritual, moral, social and cultural (SMSC) development provision and environment which encourages a healthy lifestyle for all pupils, including the vulnerable;
- Using the full capacity and flexibility of the curriculum to help pupils to be safe and healthy;
- Ensuring that food and drink available across the school day reinforce the healthy lifestyle message;
- Providing high quality PSHE including sex and relationship education (SRE) as part of Personal Development
- Providing high quality Physical Education (PE) and sport to promote physical activity;
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and wellbeing, including emotional wellbeing and mental health;
- Working in partnerships with parents/carers, local communities, external agencies and volunteers to support health and wellbeing of all pupils including the vulnerable.

WORKING IN PARTNERSHIP WITH PARENTS

The Children’s Act 1989 requires that professionals work in partnership with those who have Parental Responsibility. At Oliver Goldsmith Primary School it is our policy to take full “ownership” of child protection obligations, working in a co-operative partnership with parents/carers to secure the best outcomes for our children.

We will therefore communicate as clearly as possible about the aims of this school.

- We will use clear statements in our brochures and correspondence.
- We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families.
- We will be alert to the needs of parents/carers who do not have English as their first language and will utilise the translation services as necessary.
- We will distribute the LA’s leaflet for parents, “Protecting Children in Education Settings”.
- We will make available a copy of this policy to any parent who requests it. The policy will also be available through the school’s web site.
- We will keep parents informed as and when appropriate.

Should there be an occasion when a child is physically chastised by a parent/carer on school premises, this will be immediately reported to the Head Teacher and/or the Designated Safeguarding Leads and our safeguarding responsibilities explained to the parent/carer, prior to a referral being made.

Should a child be brought to school by an adult who appears to be under the influence of alcohol or other substances, this will be reported to the Head Teacher and/or the Designated Safeguarding Lead, who will, if necessary, call the police. Any adult appearing to be under the influence of such substances will not be permitted to collect a child. If they insist on taking the child, the police will immediately be called. It is a criminal offence to be drunk while in charge of a child.
THE ROLE OF THE GOVERNING BODY

The Governing Body will consider safeguarding issues and their implications for this policy on an annual basis. For this item, the Head Teacher will report on levels of child protection referrals made by the school during the past year, training undertaken by school staff and Governors and any changes in legislation and/or national/local guidance.

The Governing Body will ensure that they comply with their duties under legislation and that the policies, procedures and training in 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” and that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the SSCB.

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 headteacher.

The Governing Body has nominated Name of Governor Emma Sullivan as a lead to take leadership responsibility for the school's safeguarding arrangements and to liaise with the local authority and/or partner agencies on issues of child protection.

Concerns about and allegations of abuse made against the headteacher will be referred to the chair of governors who will liaise with the LA’s designated officer (DO) and partner agencies and will attend any strategy meetings called in respect of such an allegation against the headteacher.

As a good practice, the headteacher will provide termly/annual report to the Governing Body outlining details of any safeguarding issues that have arisen during the term/year and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

Also as a good practice, the nominated governor will meet on a regular basis with the Designated Safeguarding Lead to monitor the school's safeguarding arrangements and both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding.

MONITORING AND EVALUATION

The governing body will monitor the safeguarding arrangements in the school to ensure that these arrangements are having a positive impact on the safety and welfare of children. This will be evaluated on the basis of evidence of:

- the extent to which a positive culture and ethos is created where safeguarding is an important part of everyday life in the school, backed up by training at every level
- the content, application and effectiveness of safeguarding policies and procedures, and safer recruitment and vetting processes
- the quality of safeguarding practice, including evidence that staff are aware of the signs that children may be at risk of harm either within the setting or in the family or wider community outside the setting
- the timeliness of response to any safeguarding concerns that are raised
- the quality of work to support multi-agency plans around the child.
COMPLAINTS

All complaints arising from the operation of this policy will be considered under the school’s complaint procedure, with reference to the LA’s Strategic Lead Officer for safeguarding in education services as necessary.

This policy has been updated and reviewed in September 2016 prior to presentation to Governors for approval in:

________________________________________ Chair of Governors ________________ Date

________________________________________ Headteacher ________________ Date

________________________________________ Designated Safeguarding Lead ________________ Date
APPENDIX 1

SAFEGUARDING PROCEDURES

The Children and Families Act 2014 places upon all staff in schools and colleges the duty of safeguarding children by assisting Social Care Departments acting on behalf of children in need and enquiring into the circumstances of children who are suffering, or at risk of suffering, significant harm to their physical, emotional or intellectual well-being and development.

In addition to these statutory duties, schools have a pastoral responsibility towards their pupils and should recognise that all pupils have a fundamental right to be kept safe and protected from abuse and neglect.

The procedures used to identify and report cases of suspected child abuse and neglect must be consistent with the inter-agency procedural guidelines outlined by the Southwark Safeguarding Children Board (SSCB) and in “Working Together Under the Children Act 1989, HMSO”. Our school procedures adhere to Southwark’s guidelines.

The Designated Safeguarding Lead at Oliver Goldsmith Primary School is Kamla Tirvengadum (Community Liaison Leader).

The Deputy Designated Safeguarding Leads are Janine Naylor (Deputy Head), Rose Moses (Assistant Head) and Barbara Cole (EMA Co-ordinator).

Anita Asumadu (Headteacher) holds overall strategic responsibility for safeguarding procedures at the school.

The Designated Safeguarding Lead is responsible for co-ordinating inter-agency referrals (CAFs), attending child protection conferences as a matter of priority, liaising with Social Care and other key agencies, as well as providing written reports in matters of child protection.

In order to avoid possible duplication of work or misunderstanding which might subsequently compromise the safety of a pupil, the Designated Safeguarding Team members meet regularly to share information about child protection issues and discusses current concerns and the procedures to be followed.

All staff, including teaching, support, admin. and premises staff, managers, volunteers and governors, need to be aware of who the Designated Safeguarding Team members are, their roles and which of them are on duty on any particular day. This information is to be found on the daily bulletin.

Every member of staff needs to be clear about his/her individual responsibility and duty of care towards the pupils. If a member of staff suspects that a child may be suffering, or at risk of, significant harm, the procedure is:

LISTEN carefully to the child.

EXPLAIN that it is likely that what the child says will have to be shared.

ASK questions for clarification only, not to lead.
REASSURE the child that they have done the right thing by telling and that they are not to blame.

EXPLAIN what you will do next and with whom the information will be shared.

RECORD in writing what was said, as soon as possible, using the child's own words. Using the school's Safeguarding Concern Form, note the date, time and to whom the information was first given.

REPORT the concern to one of the Designated Safeguarding Team members as soon as possible, saying only the minimum to colleagues and nothing to the parent/carer unless agreed with Social Care personnel.

CO-OPERATE fully with any investigation into child protection issues in the school. Listen to pupils when they express concern (rumours) about staff which might appear to be just, and check fact versus fiction.

REMEMBER: No concern is too small to record.

It is important also to remember that the person who first encounters a case of possible abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional child protection agencies, following a referral from the Designated Safeguarding Lead.

It is also important to be aware that for an adult to hit a child while in a public place is a criminal offence (affray) and that, if such an incident is witnessed at school, or in the immediate locality, staff should call the police if they deem the child to be at risk of harm. Any such incident must be reported to the Headteacher and one of the Safeguarding Team.
APPENDIX 2

ADVICE ON IMAGES AND PHOTOGRAPHY
Photography, videos and other creative arts linked to school activities

Note: Wherever photographs are mentioned in this document, this should be read to include still, video and electronic images.

1. Introduction
Many school activities involve the taking and use of images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. However, this interest also brings dangers. The publication of students’ images, especially where they are accompanied by the individual's name, could attract the wrong sort of interest. You need to consider carefully how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place.

2. Cameras and mobile phones
Oliver Goldsmith Primary School cameras must be used to take photographs of children participating in school activities, once parental permission has been given (see below). The use of mobile phones to take such photographs is not permitted, in educational activities on or off-site, by staff or pupils.

3. Internet/School Websites
Particular care should be taken by teachers, parents/carers and pupils when considering the publication of material onto the internet. Articles should be screened very carefully to ensure that pupils cannot be individually identified by name or by any other means. This includes ensuring that they cannot be identified from the file name of any electronic image files that are placed on a website. Ideally, shots should be distant/groups, rather than of individual students.

4. Consent
Photographs and video images of students and staff are classed as personal data under the terms of the Data Protection Act 1998.
Therefore, the use of images of children in any activities related to schools requires the consent of the individual concerned as well as their parent/carer.
Permission will always be obtained of the parent/carer by using the relevant form (see Appendix 3a and 3b).

STANDARD CONSENT
Images to be used in a publication or displayed by the school in a public place, in school materials, on the school website and in media coverage of the school:
Oliver Goldsmith Primary School will get parental consent before any photographs or videos of a pupil are taken where these are likely to be used in a publication, in school materials/work portfolios, on the school website, displayed by the school in a public place (the definition of ‘public place’ includes areas where visitors to the school would have access to the images) and/or in media coverage of the school (Consent Form 2 for ‘Specific Event’ also to be used for the latter).
The standard consent form (Appendix 3a) should be presented for the Parent/Carer to complete when a child joins the school roll and annually at the start of the academic year (deadline date being the Tutorial Day) for each child on roll at Oliver Goldsmith Primary.

**SPECIFIC EVENT INVOLVING THE MEDIA**

*Images to be used beyond in or beyond the school for a specific event: permission to use image(s) or photograph to appear in a DVD/video/film.*

Specific permission (Appendix 3b) will also be obtained when photographic images are transmitted or shared beyond the school, e.g. television broadcasts, film making, special performances, e.g. EiC events.

Sports facilities which are available for public usage often have strict policies restricting the use of video, mobile and still cameras. It is important therefore to check with the facility concerned as there may also be a registration process to comply with.

When a parent/carer does not agree to their child being photographed, the Head teacher must record this (central file) and inform staff.

Every effort must be made to comply sensitively. For example, if a child whose parent has refused permission for photography is involved in a team event such as a football match, class event, etc., it is not appropriate to photograph the whole team if the photograph will include that child. Careful liaison with parents is therefore essential. With discussion it may be possible to agree other options. The parent may accept a team photograph if names are not published or the parent may be prepared to consent if it affects the whole team.

5. **Portfolios of evidence/work records**

Teaching staff may be required to compile portfolios with photographs of children during lessons. Staff must act responsibly in compiling these images. A member of the Leadership Team must be consulted to oversee the compiled images as part of the management process and consider their appropriateness.

6. **Children photographing each other**

This practice can occur extensively particularly during school journeys and residential activities. Staff should maintain the supervision and management control in accordance with school policy. Mobile phones are not permitted on residential trips. Should disposable cameras be permitted, staff must be vigilant that children do not take inappropriate photographs of each other.

7. **Diversity issues**

Even though you may have the consent of the parent/carer you must exercise caution and common sense when using photographs as there may be valid religious or moral grounds for objecting to a particular activity. For instance a parent/carer might object to their child’s picture appearing:

- On a leaflet about bullying in school (it may imply their child is a bully/or being bullied)
- On posters advertising a Christmas play (may object on religious grounds).

If there is any doubt whether the parent/carer would object, always double check with them and get specific consent for the activity.

8. **Photographs taken by Parent(s)/Carer(s) for personal use**

There will be Oliver Goldsmith Primary school events at when Parents/Carers may want to take photographs for their own personal use. Please see Standard Consent Form, that includes consent for photographs to be taken by parent(s)/carer(s) at specifically named school events.
These events are: Harvest, Black History Celebration, Nativity, Carol Concerts, Easter Bonnet Parade, Year 6 final production and Year 6 Leavers’ Assemblies. Such photographs may be only be taken in the school hall(s) where the event is taking place and not back-stage or elsewhere.

N.B. School staff should be aware of any child who should not be photographed due to parental consent not being given, and ensure that these children are not photographed at these events. Staff should consult the School record to check whether photographic consent by the parent has been given.

9. Safer images checklist; advice to staff
   - School cameras must be used to take photographs of children participating in school activities, once parental permission has been given;
   - The use of mobile phones to take photographs of children participating in school activities is not permitted, in educational activities on or off-site;
   - Avoid close-up pictures of individual children; use classroom or group activities instead, unless part of the wall display in the classroom or linked to the curriculum;
   - Consider the use of drawings of pupils or staff or items made by children, as opposed to photographs, as a means of exemplifying good work or for school publicity;
   - Ensure that is the classroom/teaching room windows are kept completely uncovered to ensure the teaching area is visually accessible (see Safeguarding Policy);
   - Ensure that children are dressed appropriately;
   - Images of past pupils saved in the ‘Shared/Images’ folder should be deleted three years after they have left the school;
   - Digital images of pupils will be stored securely in the Shared/Images folder and accessed and/or used only by those staff with authority to do so. ‘Shared’ is a secure area on the school network;
   - Generally, it is not appropriate to amend or manipulate images unless it is to enhance children’s education, e.g. Art and ICT photo imaging linked to curriculum area such as famous artists, etc.
   - (Exceptions may be where a badge has been removed or ‘brushed’ to protect identity or where an image needs to be ‘cropped’ to fit);
   - Specific guidance on website and internet safety issues can be found at:
   - http://schools.becta.org.uk/
STANDARD PHOTOGRAPHY AND MEDIA CONSENT FORM

Name of pupil: ____________________________, Class: ____________.  
Name of Parent/Carer (please print): _______________.  
Tel.contact number(s): ____________________________

It is important we protect your child’s interests, respect your wishes and comply with the Data Protection Act 1998: The school confirms that it shall only use photographic images of your child in line with its safer images checklist (see section attached), and in order to demonstrate or promote activities relating to the schools’ curricula and extra-curricula provision.  
Please tick the relevant boxes and sign below in all instances where you give your consent for photographic images of your child being used. Please also indicate whether you consent to your child's name being associated with their image.

<table>
<thead>
<tr>
<th>Agree To: Use of Image</th>
<th>Agree To: My child being named</th>
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<tbody>
<tr>
<td>In school materials/work portfolios aimed at the school community</td>
<td></td>
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<tr>
<td>On the school web site</td>
<td></td>
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<tr>
<td>In media coverage of the school (separate details of specific event attached)</td>
<td></td>
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<tr>
<td>A specific project involving the media (separate details of specific event attached)</td>
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<tr>
<td>Photographs to be taken by parent(s)/carer(s) at the school events listed below:</td>
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<tr>
<td>1) Harvest,</td>
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<td>2) Black History Celebrations,</td>
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<td>3) The Nativity,</td>
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<td>4) Stage Productions [e.g. Musical Instruments, Carol, Choir concerts],</td>
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<td>5) Easter Bonnet Parade,</td>
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<td>6) Year 6 Final Production,</td>
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<td>7) Year 6 Leavers’ Assemblies,</td>
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<td>8) Award/Prize-Giving Events,</td>
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<td>9) Work share Assemblies,</td>
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<td>10) Trips and Outings,</td>
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<td>11) School Fairs.</td>
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</table>

I confirm that I have read and agree to the terms contained within this Consent Form.

Signature: ____________________________, Date: ____________

Oliver Goldsmith Primary School  
83 Peckham Road, Camberwell, LONDON SE5 8UH

Headteacher: Mrs Anita Asumadu  
Deputy Headteachers: Julia Conn (Acting), Janine Naylor (Acting)  
Assistant Headteachers: Anne Taylor (Acting), Rose Moses (Acting)  
School Business Manager: Natasha Kite
CONSENT FORM FOR A SPECIFIC EVENT

Permission to use your child’s photograph or images in a DVD/video/film

Your child may participate in a school activity that is performed away from the school, possibly on a public stage in London. Usually this performance is filmed and a DVD/film compiled, and is made available for purchase by Parent(s)/Carer(s). Occasionally, our school may be visited by the media who will take photographs or film footage of a high profile event, or to celebrate a particular achievement. Pupils will often appear in these images, which may appear in local or national newspapers or on televised news programmes. One such event is to take place and I am writing to inform you of this and ask permission for your child’s involvement.

Description of event
________________________________________________________________________
________________________________________________________________________

Purposes for which the* photograph / *video footage / *DVD name will be used
(* Please delete the option which does not apply).
________________________________________________________________________

Description of coverage (which newspapers/TV channels)

(Please note that once a photograph appears in the media the school has no control over who else may use the images / storyline).

It is important we protect your child’s interests, respect your wishes and comply with the Data Protection Act 1998. Please read the enclosed Conditions of Use before answering the question below and signing and dating this form. Please return the completed form (one for each child) to school as soon as possible.

May we allow your child to appear in the media coverage as described above
☐ Yes ☐ No

I have read and understand the conditions of use attached to this form.
Parent’s/Carer’s signature: ______________________________________

Name of Parent/Carer (block capitals please) __________________________

Date: __________________________
Guidance on the use of images of pupils:
Photography, videos and other creative arts linked to school activities

CONDITIONS OF USE: to attach to both Consent Forms when used.

1. This form is valid for *for the period of one school year / *for ______________________ project only. Your consent will automatically expire after this time. (*Please delete the option which does not apply).

2. The school will not re-use any photographs or recordings of your child that are incompatible with the original purposes explained to you.

3. The school will not include personal e-mail or postal addresses or telephone or fax numbers on video, on our website, in our school prospectus or in other printed publications.

4. If we use photographs of individual pupils, we will not use their full name in any accompanying text or caption.

5. If we use the full name of a pupil in the text, we will not use an accompanying photograph of the individual concerned in the article.

6. We may include pictures of pupils and teachers that have been drawn by pupils. We may use group or class photographs or footage with very general labels, such as ‘a science lesson’.

7. We will only use images of pupils who are suitably dressed.

8. Parents/Carers should note that websites can be viewed throughout the world and not just in the United Kingdom, where UK law applies.

Notes on Use of Images by the Media
If you give permission for your child’s image to be used by the media then you should be aware that:

- The media will want to use any printed or broadcast media pictures that they take alongside the relevant story;
- It is likely that they will wish to publish the child’s name, age and the school name in the caption for the picture (possible exceptions to this are large group or team photographs);

It is possible that the newspaper will re-publish the story on their website, or distribute it more widely to other newspapers.

OGPS April 2016
SAFER RECRUITMENT PROCEDURES

Recruitment, selection and pre-employment vetting

Oliver Goldsmith has adopted recruitment procedures that help deter, reject or identify people who might abuse children.

Specific guidance in ‘Keeping Children Safe in Education’, Part 3 is followed by the school. It describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the school or college. Governing bodies must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including:

- criminal record checks (DBS checks),
- barred list checks
- prohibition checks together
- references
- interview information.

Pre-appointment checks

All new appointments

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, OGPS must:

- verify a candidate’s identity. Identification checking guidelines can be found on the GOV.UK website;
- obtain a certificate for an enhanced DBS check which will include barred list information, for those who will be engaging in regulated activity; 46,47
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- if a new appointee is to occupy a management post in an independent school, academy or free school as an employee, is to be a trustee of an academy or free school trust, or is to be a governor or member of a proprietor body for an independent school, check whether the individual has been barred by the Secretary of State from taking part in the management of an independent school48. This may be done through the DBS barred list checking process which now includes bars from taking part in management, except when the individual is not in regulated activity, in which case the NCTL prohibitions list must be used instead (this list is obtained from the Employer Access website by direct download, not through the search function);
• verify the candidate’s mental and physical fitness to carry out their work responsibilities.49 A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;50

• verify the person’s right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;

• if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate (see paragraph 121); and

• verify professional qualifications, as appropriate.

Schools and sixth form colleges should ensure that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service.

Where an enhanced DBS certificate is required, it must be obtained from the candidate before, or as soon as practicable after, the person’s appointment.

There is no requirement to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, in the three months prior to their appointment, the applicant has worked:

• in a school in England in a post which brought them into regular contact with children or young persons in any post in a school since 12 May 2006; or

• in an institution within the further education sector in England or in a 16-19 Academy, in a post which involved the provision of education which brought the person regularly into contact with children or young persons.

All other ‘pre-appointment checks must still be completed, including where the individual is engaging in regulated activity, a barred list check. Schools or colleges may also choose to request an enhanced DBS certificate should they wish to do so.

The DBS cannot provide barred list information on any individual, including volunteers, who are not engaging in regulated activity.

**DBS Update Service**

Individuals can join the DBS Update Service at the point an application for a new DBS check is made, enabling future status checks to be carried out to confirm that no new information has been added to the certificate since its issue.51 This allows for portability of a certificate across employers.

Before using the Update Service schools or colleges must:

a. obtain consent from the applicant to do so;

b. confirm the certificate matches the individual’s identity; and

c. examine the original certificate to ensure that it is for the appropriate workforce and level of check, e.g. enhanced certificate/enhanced including barred list information.
The school or college can then subsequently carry out a free online check. This would identify whether there has been any change to the information recorded, since the initial certificate was issued and advise whether the individual should apply for a new certificate. Individuals will be able to see a full list of those organisations that have carried out a status check on their account. Further information about the update service can be found at GOV.UK.

**Employment history and references**
The school will always ask for written information about previous employment history and check that information is not contradictory or incomplete. References should be sought on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

**Single central record**
OGPS keeps a single central record, referred to in the regulations (described in the following paragraph) as the register. The single central record must cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and

- for independent schools, including academies and free schools, all members of the proprietor body.

**Agency and third-party staff**
OGPS obtains written notification from any agency, or third-party organisation they use that the organisation has carried out the checks (in respect of the enhanced DBS certificate that written notification has been received that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school or college that the school or college would otherwise perform. Where the position requires a barred list check this must be obtained, by the agency or third-party prior to appointing that individual. The also checks that the person presenting themselves for work is the same person on whom the checks have been made.

**Trainee/student teachers**
Where applicants for initial teacher training are salaried by the school or college, the school or college must ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including and barred list information) must be obtained.

Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks, schools should obtain written confirmation from the training provider that these checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. There is no requirement for the school to record details of fee-funded trainees on the single central record.

**Existing staff**
If the school has concerns about an existing staff member’s suitability to work with children, the school or college should carry out all relevant checks as if the person were a...
new member of staff. Similarly, if a person working at the school moves from a post that was not regulated activity, into work which is regulated activity, the relevant checks for the regulated activity must be carried out. Apart from these circumstances, the school or college is not required to request a DBS check or barred list check.

**Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.**

**Volunteers**
Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. All volunteers must sign a self-declaration form.

**School governors**
Governors who are volunteers should be treated on the same basis as other volunteers, that is, an enhanced DBS check (which will include a barred list check) should only be requested if the governor will be engaging in regulated activity. Governing bodies can request an enhanced DBS check without a barred list check on an individual as part of the appointment process for governors.

**Contractors**
OGPS ensures that any contractor, or any employee of the contractor, who is to work at the school been subject to the appropriate level of DBS check.

Under no circumstances should a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity. Schools and colleges are responsible for determining the appropriate level of supervision depending on the circumstances.

OGPS always checks the identity of contractors and their staff on arrival at the school.

**Visitors**
Schools and colleges do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children’s’ relatives or other visitors attending a sports day). Headteachers and principals should use their professional judgment about the need to escort or supervise visitors. All visitors must sign in at the front desk.
APPENDIX 4

ADVISORY CODE OF CONDUCT FOR STAFF

Background and principles

The staff and Governing Body of Oliver Goldsmith Primary School are committed to the principles of the “Safe Organisations Checklist” (Southwark Safeguarding Children Board). All members of staff have a common law Duty of Care towards pupils and have a legal obligation to safeguard and promote the welfare and well-being of all pupils, whose needs must be the first and paramount consideration. (Children Act 1989, Education Act 2002, Education and Inspections Act 2006)

The overwhelming majority of adults who work with children in education settings, act in a professional and responsible way and always seek to provide a safe and supportive environment, which secures the well-being and best outcomes for pupils. Children with emotional and behavioural difficulties often display challenging behaviours, which place them at risk, and may render the staff who support them vulnerable to allegations of mistreatment or abuse.

Allegations may be misplaced, malicious or genuine. Much relies on pupil and staff behaviours, where tensions and misunderstandings may occur and allegations may arise from different perceptions of the same event. The purpose of this Code of Conduct is to provide a framework for safe professional practice and effective partnerships between staff, leaders and parents/carers.

This Code of Conduct applies to all adults: teachers, support staff, volunteers, visiting staff and locums working with pupils on and off-site, and requires that these adults will:

* Be aware of the name of the designated person with responsibility for safeguarding pupils (and their deputies) and understand their responsibilities under the school’s safeguarding policy.
* Place the welfare and safety of pupils as their first and paramount consideration.
* Accept responsibility for their own actions and behaviour and avoid any conduct that might lead any reasonable person to question their motivation and intentions.
* Record in writing any incident or concern about the safety or welfare of a child and report it to the Designated Person or one of the Deputy Designated Persons.
* Apply the same professional standards to all, regardless of gender, race, faith or sexual orientation.
* Understand their responsibilities to report the unprofessional conduct of other adults working in or on behalf of the school to the Designated Person or the Headteacher.
* Understand that any breaches in the law or professional expectations might lead to criminal or disciplinary action and barring.

Confidentiality
• Confidential or sensitive information about a child or their family must never be used by staff for their own benefit or to humiliate or embarrass a child.
• Confidential information about pupils or the school must never be shared casually.
• Information that might suggest that a child is in need or at risk of significant harm must be shared with the Designated Person, in accordance with safeguarding procedures, as soon as it comes to notice.

**Behaviour**
• Staff have a responsibility to maintain public confidence and must uphold high standards of personal conduct to do so; both within and outside of their work setting.
• Staff must never abuse the position of trust and influence they have over children.
• Staff must not do or say anything, or engage in activities outside school that might bring the school into disrepute.
• Physical punishment of any kind is not to be used.
• Safe boundaries will be maintained, even in more informal settings such as educational trips off-site, residential visits etc.

**Dress and appearance**
• Staff should dress decently, safely and appropriately for their role and for the tasks that they are required to undertake.

**Gifts**
• Whilst there may be occasions when parents/carers or pupils may wish to give a small token of appreciation to staff at religious festivities or the end of a placement, for example, it is unacceptable to receive gifts on a regular basis.
• Personal gifts should not be given by staff to pupils and any reward to a child should be consistent with the school’s behaviour policy, recorded and not based upon favouritism. (see Financial Regulations for further details).

**Infatuations**
• It is not unusual for pupils or, sometimes, their parents/carers to develop infatuations or “crushes” towards trusted staff. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening reported to the Designated Person or the Headteacher.

**Social contact**
• Staff should not establish or seek to establish any social contact with a pupil or their parents/carers.
• Staff must not exchange personal information, phone number, home address or email address, with pupils or their parents/carers.
• Parents/Carers who are employed by the school must act with appropriate caution when exchanging personal information.
• No member of staff will enter into extra or private tuition or childcare arrangements with parents/carers without the permission of the Headteacher.
• Staff should notify their line manager of any existing or previous family or social relationship with a pupil or their parents/carers.

Physical contact
• When physical contact is made with pupils, it should be in response to their needs at that time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.
• Physical contact should never be secretive, for the gratuity of the adult or represent a misuse of authority.

Extreme caution should be exercised where a child is known to have suffered previous abuse or neglect. Such experiences may sometimes make a child exceptionally needy or inappropriately demanding of physical contact and staff should respond sensitively by deterring the child through helping them to understand the importance of personal boundaries.
• Any extreme attention-seeking or behaviour by pupils that makes staff feel uncomfortable should be reported to the Designated Person or their Deputies.
• Staff supervising PE and games or providing music tuition may be required to initiate physical contact with pupils. The principle of “limited touch” should be applied, with understanding of pupils’ sensitivities and with the pupil’s agreement.
• Children must be shown respect and privacy whilst they are changing or showering after PE, dance or swimming.

Pupils in distress
• On those occasions when a pupil may be in distress and in need of comfort and reassurance, staff should ensure that they remain self-aware at all times and that their contact with the pupil is not open to misunderstanding.

Care, control and physical intervention
• The school is committed to the use of positive behaviour management and staff will not use any form of physical punishment, threats, sarcasm or demeaning comments to deal with unacceptable behaviour.
• When children need to be restrained for their own protection or the protection of others, this must only be undertaken in accordance with the training and policy sanctioned by the Leadership Team and Governing Body.
• Any such incidents and physical interventions will be recorded appropriately and reported to the Headteacher and the child’s parents/carers.

One to one situations
• Staff working individually with children should recognise the potential vulnerability of pupils and adults in such situations and ensure that they manage these situations with regard for the safety of both the child and themselves.
• Individual work with pupils should not be undertaken in isolated areas or rooms where there is no external visual access. Where it is necessary to close doors for reasons of confidentiality, a colleague should be made aware of this and the adult must remain in clear view of the door.
• In general, staff will not be expected to transport or accompany pupils off-site on their own. If staff use their own cars for transporting pupils, they will gain Senior Management approval,
ensure appropriate escort arrangements and provide evidence of motor insurance that covers business use.

- First aid will be administered by the adult on duty, unless the injury is deemed to warrant examination by suitably trained and accredited staff. In an emergency, where the illness or injury is such that to delay assistance might cause harm to the child, an ambulance will be called, and every attempt made to contact the child’s parent/carer.

- Children who require any form of intimate care are entitled to privacy, dignity and safety. Pupils with ongoing health problems will be treated, in accordance with any Medical Care Plan that has been agreed with the parent/carer and the Health Authority, and only by those who have been authorised to do so by the Head teacher.

- Lone members of staff should not be placed in a position where they are expected to provide any form of intimate care without the safeguard of having a colleague in the same room or area.

Curriculum

- Staff must ensure that areas of the curriculum that might involve sexually explicit information and materials are taught in accordance with the school’s policy on Sex and Relationships Education.

- The curriculum can include or raise subject matter, which is sexually explicit or otherwise of a sensitive nature. Care should be exercised to ensure that resource materials cannot be misinterpreted and clearly relate to the lesson plan.

- The curriculum can sometimes lead to unplanned discussion of sensitive subject matters. Responding to pupils’ questions requires careful judgment, and guidance should be sought from the Inclusion Manager or Designated Person/SENCo, as appropriate.

Photography, videos and other creative arts (see Appendix 3)

- Whilst photographic and video images can play a valuable role within the curriculum, after-school activities and to celebrate achievement, there is potential for such images and opportunities to be misused by adults with ulterior motives.

- Staff should be sensitive to the needs of pupils who may have been abused in this way or who appear uncomfortable when asked to participate in photography or filming.

- Staff must ensure that a member of the Leadership Team is aware of any proposed use of photographic/video equipment and that this is recorded in lesson plans.

- Staff must be able to give account of the rationale behind any images of pupils that are in their possession. They should be stored securely and only used by those authorised to do so.

- Permission from pupils and their parents/carers must be obtained for the use of images of pupils for publicity purposes and, in general, names of pupils will not be published.

- It is NEVER appropriate for individual staff members to photograph children on their mobile phones or personal cameras.

Internet Use

- Staff should follow the school policy on the use of computer equipment and should under no circumstances, access, or allow pupils to access, inappropriate material or images.

- If pupils are found to have accessed such images, this should be immediately reported to the Headteacher.
Whistle-blowing

- All members of staff have a responsibility to voice their concerns about the inappropriate or worrying behaviour of a colleague: in good faith and without fear of repercussions.

- Where allegations are made about the mistreatment of a pupil by a member of staff or volunteer, the Headteacher (or in the case of an allegation against the Headteacher, the Chair of the Governing Body) will follow the procedures adopted by the London Safeguarding Children Board, in consultation with relevant designated LA officers.

This code of conduct will be reviewed annually and in accordance with any changes in local or national guidance or legislation.
Oliver Goldsmith Primary School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism. The Prevent lead is Janine Naylor (Acting Deputy Headteacher).

**Prevent Action Plan 2015-2017**

<table>
<thead>
<tr>
<th>Duty</th>
<th>Action</th>
<th>Outcome</th>
<th>By Whom</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk assessment</td>
<td>All staff have read “Keeping Children Safe in Education” July 2015</td>
<td>Staff can demonstrate a general understanding of the risks affecting children and young people.</td>
<td>All staff</td>
<td>Spring Term 2016</td>
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<tr>
<td></td>
<td>Safeguarding team provide staff training for all staff members through a staff meeting focussing on the Prevent Duty.</td>
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<td>Safeguarding team</td>
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<td></td>
<td>The Prevent Lead has informed all staff of their duties as set out in “The Prevent Duty” (DFE June 2015)</td>
<td>All staff know who the Prevent Lead is (Janine Naylor) and that this person is a source of advice and support.</td>
<td>Janine Naylor (Prevent lead)</td>
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<td></td>
<td>The Prevent Lead has informed staff about signs and indicators of radicalisation through provision of an information leaflet</td>
<td>Staff can identify individual children who may be at risk of radicalisation and how to support them.</td>
<td>Janine Naylor</td>
<td>Spring 2016</td>
</tr>
<tr>
<td></td>
<td>All staff have read the Safeguarding Policy which includes a statement regarding the school’s “Prevent” duty.</td>
<td>There is a clear procedure in place for protecting children at risk of radicalisation.</td>
<td>All staff</td>
<td>Spring 2016</td>
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<tr>
<td></td>
<td>All staff understand how to record and report concerns regarding risk of radicalisation.</td>
<td></td>
<td>All staff</td>
<td></td>
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<tr>
<td>Prohibit extremist speakers and events in the school</td>
<td>Request and outline of the speaker intends to cover</td>
<td>The school exercises “due diligence” in relation to requests from external speakers and organisations using school premises</td>
<td>Janine Naylor (Prevent Lead)</td>
<td>Ongoing</td>
</tr>
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<td></td>
<td>Research the person/organisation to establish whether they have demonstrated extreme views/actions</td>
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<tr>
<td></td>
<td>Deny permission for people/organisations to use school premises if they have links to extreme groups or movements</td>
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<td></td>
<td>Provide justification for our decision in writing</td>
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<tr>
<td>Duty</td>
<td>Action</td>
<td>Outcome</td>
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<tr>
<td>Working in Partnership</td>
<td>All staff record and report concerns on the usual “Logging concerns form”</td>
<td>Staff record and report concerns in line with existing policies and procedures</td>
<td>All staff</td>
<td>From Spring 2016</td>
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<td></td>
<td>Records of referrals are kept in the secure child protection area</td>
<td>The Prevent Lead makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel</td>
<td>Prevent lead</td>
<td>From Spring 2016</td>
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<tr>
<td></td>
<td>Referrals are followed up appropriately</td>
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<tr>
<td>Staff training</td>
<td>Ensure that the Prevent lead undertakes Prevent Awareness Training</td>
<td>Staff will be confident in identifying children at risk of radicalisation and will challenge extremist views</td>
<td>Prevent Lead</td>
<td>26.02.16</td>
</tr>
<tr>
<td></td>
<td>Ensure that the Prevent lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.</td>
<td></td>
<td>SLT members</td>
<td>Autumn 2016/17</td>
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<tr>
<td></td>
<td>SLT have completed the “General Awareness Training on Channel”. (Referred to in the DFE guidance cited below).</td>
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<td></td>
<td>All staff to complete the online Prevent training</td>
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<tr>
<td>IT Policies</td>
<td>Update Online Safety Policy</td>
<td>All school policies will make reference to the “Prevent” duty</td>
<td>Online safety Lead (Barbara Cole)</td>
<td>Spring 2016</td>
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<td></td>
<td>Update Acceptable Use policy</td>
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<td></td>
<td>Distribute Acceptable Use Agreement to Parents/Carers, Children and all staff to read and sign</td>
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<td></td>
<td>Update Anti-bullying policy</td>
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<td></td>
<td>Make sure that the children are taught how to be safe when on-line.</td>
<td>Children know about on-line safety with specific reference to the risk of radicalisation</td>
<td>All staff</td>
<td>From Spring 2016 Ongoing</td>
</tr>
<tr>
<td>Building children’s resilience to radicalisation</td>
<td>Through PSHE/Citizenship, and other curriculum activities, pupils are able to explore political, religious and social issues.</td>
<td>Pupils develop “the knowledge, skills and understanding to prepare them to play a full and active part in society”.</td>
<td>PSHE leader</td>
<td>From Spring 2016 Ongoing</td>
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<tr>
<td></td>
<td>Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect</td>
<td></td>
<td>All staff</td>
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<td></td>
<td>Relevant staff are aware of the government guidance:</td>
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<td></td>
<td>Include activities within existing lesson structure to enhance student resilience and to develop student’s critical thinking skills.</td>
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</tbody>
</table>

References:

“Keeping Children Safe in Education: Information for all school and college staff” DFE September 2016

“The Prevent Duty: Departmental advice for schools and childcare providers”. DFE June 2015