



Akaal
Primary School

Safeguarding Policy (including Child Protection)



Approved by:	FGB	Date: September 2021
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Index

Contents	Section	Page(s)
<i>Important Contacts</i>	1	2
<i>Legislation</i>	2	2-3
<i>Policy Statement:</i>	3	3
<i>Key principles</i>		3-4
<i>Aims</i>		4
<i>Definitions</i>		4-5
<i>Equality Statement</i>	4	5
<i>Roles & Responsibilities</i>	5	5-9
<i>Confidentiality</i>	6	10
<i>Recognising Abuse & Taking Action:</i>	7	10-12
<i>Action Flow diagram</i>		13
<i>Early Help</i>		14
<i>Referral to Childrens Social Care</i>		14-15
<i>Concerns about extremism</i>		15-16
<i>Concerns about mental health</i>		16
<i>Allegations against staff</i>		16-17
<i>Whistleblowing</i>		17
<i>Physical Intervention</i>		17
<i>Allegations of Abuse made against other pupils</i>		18
<i>Sexting</i>		19-21
<i>Pupils with SEND</i>	8	21
<i>Pupils with a social worker</i>	9	21
<i>Looked-after & previously looked-after LA children</i>	10	21-22
<i>Mobile phones & cameras</i>	11	22
<i>Notifying parents</i>	12	22
<i>Complaints & concerns about the school's Safeguarding policies</i>	13	22
<i>Record-keeping</i>	14	23
<i>Training</i>	15	23-24
<i>Monitoring & Evaluation</i>	16	24
<i>Terminology</i>		25
<i>Recognising Signs of child abuse</i>	App 1	i - iv
<i>Safer Recruitment & DBS checks – policies & procedures</i>	App 2	v - viii
<i>Definitions</i>	App 3	ix - xv
<i>Checking the identity & suitability of visitors</i>	App 4	xvi
<i>Non-collection of children – procedures</i>	App 5	xvii
<i>Missing pupils - procedures</i>		xvii - xx

Akaal Primary School: Safeguarding Policy

1) Important Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Julie Fellowes	j.fellowes@akaalprimaryschool.org
Deputy DSL	Heather Carr	h.carr@AkaalPrimarySchool.onmicrosoft.com
Local Authority Designated Officer (LADO)		Tel: 01332 642376 or via secure email to: cypsafeguarding@derby.gov.uk
Chair of Governors	Paramjit Kaur	p.kaur@akaalprimaryschool.org
Chair of the Safeguarding Committee:	Navjot Kaur Virk	n.virk@akaalprimaryschool.org
Prevent Single Point of Contact:	Julie Fellowes	j.fellowes@akaalprimaryschool.org
Designated Teacher for Looked After Children:	Sonia Wallis	s.wallis@AkaalPrimarySchool.onmicrosoft.com
Senco	Sonia Wallis	s.wallis@AkaalPrimarySchool.onmicrosoft.com
Channel Helpline		020 7340 7264

This Policy should be read in conjunction with Akaal Primary School Safeguarding - Day to Day Procedure, which covers operational guidance for staff, led by the DSL and the DDSL. This policy has been developed with guidance from Working Together to Safeguard Children (2018), Keeping Children Safe in Education (2020), the Governance Handbook, and the procedures of the Derby & Derbyshire Safeguarding Children Partnership.

The use of the term 'safeguarding' in this policy also includes/covers 'child protection', including child sexual exploitation, forced marriage, sexual violence, sexual harassment, Honour-Based Violence (HBV) and peer on peer abuse.

2) Legislation

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Akaal Primary School: Safeguarding Policy

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

This policy also complies with our funding agreement and articles of association.

3) Policy statement

Key Principles:

Akaal Academy Trust Derby is committed to providing the highest standard of education for all students based on equality of access and opportunity, taking seriously its responsibility under section 157 of the Education Act 2002 and the Education (Independent Schools’ Standards) regulation 2014 to safeguard and promote the welfare of children.

‘Safeguarding and promoting the welfare of children’ is defined for the purposes of this policy as:

- protecting children from maltreatment
- preventing impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes
- taking into account the new data laws

The Trust believes that all young people have:

- the right to be protected from harm and/or abuse
- the opportunity to develop fully
- their basic needs met

Akaal Primary School: Safeguarding Policy

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Akaal Primary School will work with families to ensure appropriate communications and actions are undertaken. However, the school's staff play a pivotal role as they are in a position to identify concerns early, and provide help for children to prevent these concerns from escalating. The school and the staff form part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children, 2018.

Our school will work in partnership with the three safeguarding partners:

- Derby & Derbyshire Local Authorities
- Our clinical commissioning group
- Our police force

to promote the welfare of children and protect them from harm.

The Trust will provide appropriate training to ensure that all staff are able to carry out the expectations of this policy.

Akaal Primary School has a Designated Safeguarding Lead (DSL) appointed from the Senior Leadership Team, who provides support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, and the Deputy Designated Safeguarding Lead (DDSL), who can fulfil this role in the DSL's absence.

The Trust believes that Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals in Akaal Primary School make sure that their approach is child-centred. This means we consider, at all times, what is in the **best interest** of the child.

The trust recognises that abuse occurs to children of all ages and genders, different races and cultures, and occurs in all social classes and the staff at Akaal Primary School are extremely well placed to observe outward signs of abuse because of their day-to-day contact with children and their families.

All members of the Akaal Primary School team maintain an attitude of 'it could happen here' where safeguarding is concerned.

This policy applies to all Trustees, Governors, staff and other agencies, visitors, and volunteers working at, or on behalf of, Akaal Primary School.

Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff and governors are properly trained in recognising and reporting safeguarding issues.

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development

Akaal Primary School: Safeguarding Policy

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

4) Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- have special educational needs (SEN) or disabilities (see section 9)
- are young carers
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- are asylum seekers
- are at risk due to either their own or a family member's mental health needs
- are looked after or previously looked after

5) Roles and Responsibilities

The Trust, via the Headteacher, is responsible for safeguarding policies, procedures and practices, and has a Safeguarding committee to ensure that all duties are effectively carried out.

The Trust recognises that safeguarding extends to issues such as;

- health and safety
- arrangements to meet the needs of children with medical conditions

Akaal Primary School: Safeguarding Policy

- providing first aid
- school security
- education in drugs and substance misuse
- education and training for students and staff in on-safety and the prevention of bullying, including cyber-bullying.

The Trust also recognises the need to regularly review local and national developments to ensure that all potential Safeguarding risks are identified and supported with appropriate policy and procedural responses, in order to keep the children of Akaal Primary School safe.

At Akaal Primary School the Trust appoints the Headteacher as Designated Safeguarding Lead (DSL) and she has overall responsibility for safeguarding. There is also a deputy Designated safeguard Leader (DDSL) who deputises for the DSL in her absence. This includes overall responsibility for Looked After Children (LAC), in addition to the Designated Teacher for Looked After Children.

The specific responsibilities of all staff are as follows:

All staff who do NOT work directly with children will read and understand Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually; All staff who DO work directly with children will read and understand Annex B.

Staff also need to be aware of:

- Our systems, policies and procedures which support safeguarding, including the Safeguarding and Child Protection Policy, the Staff Code of Conduct, the role and identity of the and deputies, the Behaviour Policy, CPOMS, and the safeguarding response to children who go missing from education.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

The specific responsibilities of the Headteacher are as follows:

- Ensure that the safeguarding policies and procedures are fully implemented and followed by staff, together with any visitors to site, such as supply staff, volunteers, workmen etc.
- Ensure that resources are allocated to enable the DSL, DDSL and other staff as required to attend strategy discussions, inter-agency meetings, contribute to pertinent assessments.

Akaal Primary School: Safeguarding Policy

- Ensure that all members of staff have received relevant training and are able to identify any additional needs that a child may have so that they may receive appropriate support at an early stage.
- Ensure that all staff are trained to use the school's online reporting system (CPOMs).
- Ensure that there is an identified senior leader to take on the above responsibilities in the absence of the Headteacher.
- Be responsible for taking the lead in situations relating to allegations against staff members and volunteers that are received by the DSL/DDSL (Case Manager).
- Record details of all allegations against staff and volunteers, informing the Chair of the Trustees.
- Ensure each child in Reception has an assigned key person.
- Be responsible for carrying out any actions agreed by the LADO and reporting on outcomes where relevant to do so in confidential circumstances.
- Ensuring the relevant staffing ratios are met, where applicable.
- Ensure pupil records and SCR is kept up to date
- Audit safeguarding records alongside the DSL/DDSL on an annual basis.
- Communicate this policy to parents when their child joins the school, and via the website.

The specific responsibility of the Chair of the Trustees is as follows:

- The chair is nominated to liaise with the LADO on Child Protection issues in the event of an allegation of abuse made against the Headteacher.

The specific responsibilities of the Trustees' Safeguarding committee are as follows:

- To review and evaluate the impact of school policies on pupils' behaviour, welfare and attendance, and the ethos of the school.
- Visit school and discuss practice.
- To receive reports on the monitoring of the attendance and behaviour of pupils and to submit reports and recommendations to the Trust as necessary.
- To consider any safeguarding issues and make recommendations for areas to be included in this respect in the School Improvement Plan.
- To maintain and review the school's safeguarding policy and procedures.
- Check single central record and school records.
- To consider and make recommendations to the Trust on the adoption of policies on specific subjects or aspects of safeguarding or pupil welfare.
- To agree such targets as the school determines for attendance and pupil welfare.
- To deal with any other pastoral or other relevant matters as may be referred by the Trust.
- ALL governors will read KCSiE (part 1) and Annex A on an annual basis.

The specific responsibilities of the DSL/DDSL are as follows:

- *Refer any child believed to have suffered, or likely to suffer, significant harm to Social Care without delay.
- Follow up any such referral in writing, within 48 hours.
- Ensure that detailed and accurate written records of concerns about a child are kept, even if there is no need to make an immediate referral, using the school's online reporting system CPOMs.

Akaal Primary School: Safeguarding Policy

- Regularly review the CPOMs entries to ensure that there is early and effective identification of a child in need.
- Ensure that all such records are kept confidential, secure, and are separate from student records, until the child's 25th birthday. The file will contain a front sheet listing dates, staff making the referral, nature of the concern and whether a referral was made.
- Ensure that when children transfer school their safeguarding records are transferred within 5 days of them starting. These should be transferred separately from their other records and should be passed directly to the DSL in the receiving school against a signed & dated receipt. Any necessary discussion or explanation should be held.
- Ensure that an indication of further record keeping is marked on all students' school records.
- Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Monitor safeguarding cases, including any open cases and the number of students on the Safeguarding Register.
- Notify the LADO if there is an unexplained period of absence for any student on the Safeguarding Register of more than 2 days.
- Notify a student's social worker or key worker, without delay, of any new concern or relevant information about a student on the Safeguarding Register.
- Where there is uncertainty as to how to proceed in a potential safeguarding situation, seek the advice of the LADO.
- Develop effective links with the relevant agencies and co-operate as required with their enquiries regarding safeguarding matter.
- Attend case conferences, family support meetings, core groups, or other multi-agency planning meetings, and contribute to the assessment process.
- Ensure that all school staff and volunteers are aware of the School's Safeguarding Policy and procedures, and know how to recognise and refer any concerns.
- Keep up to date with current knowledge in order to fulfil the role.
- Attend the training provided specifically for the DSL/DDSL once every 2 years.
- Ensure that all staff receive appropriate training once every three years and appropriate induction on arrival.
- Inform the Headteacher immediately of any allegations against staff, volunteers or adults from other agencies working in school. Ensure that the Headteacher is supported and the correct procedures are followed.
- Attend any locally organised network meetings/briefings/update sessions to ensure that staff are updated regularly on current safeguarding issues and to provide a forum for the development of good practice.
- Ensure that children regularly receive guidance on on-line safety, through the curriculum including the PSHE/SMSC and Assembly programme. Ensure that all staff are trained to support children with on-line safety issues and are aware of how to receive support from relevant staff where appropriate (CEOP Ambassador).
- Support families before things get to Child In Need/Child Protection level using the local Early Help process.
- Support appropriately trained staff in delivering guidance to parents/carers on how to support their child at home with on-line safety. Support to both staff and students should be a planned and coordinated aspect of the school calendar. Additional guidance/support should be provided as required.
- Provide, in partnership with the Headteacher, an annual report for the Trustees, detailing any training undertaken by the designated persons, and by all the staff and Trustees, also

Akaal Primary School: Safeguarding Policy

including the number of students on the Safeguarding Register and other relevant strategic Safeguarding data (such as absence, incidences of bullying, racist incidents).

- Make amendments to the Safeguarding Policy as and when it is required.
- Assume responsibility for ensuring that procedures are carried out in line with this policy.
- Organise any additional training required as a result of changes to policy and procedure.
- Work with relevant staff in relation to a particular pupil, in order to identify the most successful way of dealing with their safeguarding need.
- Where relevant, ask specific members of staff to attend meetings in relation to a specific child, if this best supports the identification of the most successful way of dealing with a safeguarding need, recognising that ultimately the decisions regarding a safeguarding need will rest with the DSL/DDSL.
- Encouraging a culture of listening to children and taking account of their wishes and feelings in measures taken to protect them and understanding the difficulties children may have in approaching staff about their circumstances.
- In instances of suspected or actual sexual violence or sexual harassment, ensure that the DfE guideline "Sexual violence and sexual harassment between children in schools and colleges" (September 2021) is followed.
- Arrange support where a member of staff has been distressed as a result of dealing with a child protection concern.

The specific responsibilities of the Trust are as follows to ensure that:

- There is a Safeguarding and Child Protection Policy together with a staff behaviour (code of conduct) policy.
- Where services or activities are provided separately by another body, the Trust will seek written assurance that the body concerned has appropriate policies and procedures in place to safeguard and protect children, inspecting these where needed, and that there are arrangements to liaise with the school on these matters where appropriate.
- A member of the Governing Board will be appointed to champion issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and compliance / monitoring reports to the Governing Board.
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- The school has procedures for dealing with allegations of abuse against staff and volunteers and for making a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A senior leader has Designated Safeguarding Lead (DSL) responsibility.
- The DSLs undertake interagency training and also undertake DSL 'new to role' training and an 'update' course every 2 years.
- All other staff have Safeguarding training updated as appropriate.
- Any weaknesses in Safeguarding procedures are remedied immediately.
- Safeguarding policies and procedures are reviewed annually and that the Safeguarding policy is available on the school website or by other means.
- At least one member of the Governing Body, regularly involved in recruitment, undertakes Safer Recruitment training.

Akaal Primary School: Safeguarding Policy

6) Confidentiality

We recognise that all matters relating to child protection are confidential.

The DSLs will disclose any information about a child to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Where the situation arises that we intend to refer a child to Social Care, we will always undertake to share this intention with the child's parents/carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with *Social Care* on this point.

In addition:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

7) Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

If a child is suffering or likely to suffer harm, or in immediate danger

Notify the DSL or the DDSL immediately if possible.

If the DSL / DDSL is unavailable, or if you believe a child is suffering or likely to suffer from harm or is in immediate danger, make a referral to children's social care and/or the police **immediately. Anyone can make a referral.** Tell the DSL/DDSL as soon as possible if you make a referral directly. Derby Social Care 01332 641172(9-5) or 01332 786968 (other hours).

Akaal Primary School: Safeguarding Policy

If a child makes a disclosure to you, you should:

- Listen to and believe them. Give them time to talk freely and do not ask leading questions. If you need to clarify information, ask open-ended questions: “Can you tell me...?” “Has this happened before....?” “Does anyone else know about this...?” “What does x mean?”
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner. Reassure them that they have done nothing wrong
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask them why they are upset or how the injury was caused

Record

- Make notes as soon as possible afterwards using the words that the child has used (including grammatically incorrect sentences and inappropriate/slang language). Stick to the facts, and do not put your own judgement on it.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children’s social care or Police.

Refer

- Immediately inform the DSL who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Community Operating Group Social Worker for advice.
- Sign and date the write-up and pass it on to the DSL immediately. **UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE THE SCHOOL WITHOUT DISCUSSING CONCERNS.** Your report does not mean that a referral to social care will be made. This decision is the responsibility of the DSL. If you are unhappy about the response you receive you can contact the Local Community Operating Group where you may be put through to speak to a social worker.

If you discover that FGM has taken place or a pupil is at risk of FGM

FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs” (Keeping Children Safe in Education).

FGM is illegal in the UK; this includes carrying out FGM outside of the UK on a UK national or resident. It is a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Akaal Primary School: Safeguarding Policy

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 3.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. **This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.**

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out or that a child is at risk, must speak to the DSL and follow local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Instead this should be reported to our DSL and local safeguarding procedures should be followed (see Derby procedures flow chart).

Staff should not examine pupils.

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger):

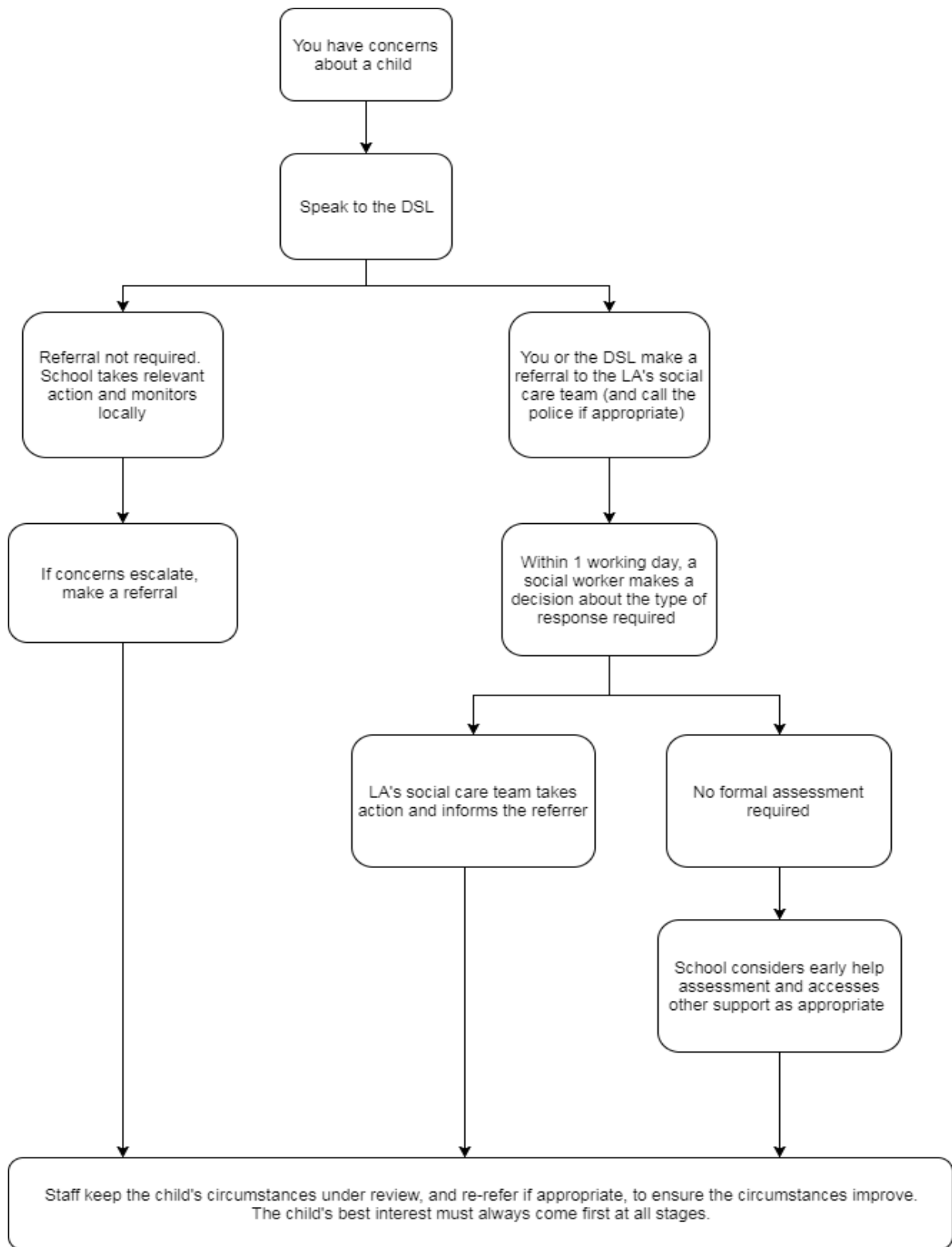
Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL (or DDSL) is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from Derby Social Care 01332 641172(9-5) or 01332 786968 (other hours). You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Share any action taken with the DSL as soon as practically possible.

The diagram below shows the course of action to be taken.

Akaal Primary School: Safeguarding Policy



Early help

Akaal Primary School: Safeguarding Policy

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. School staff (eg a Family Support Worker) may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Early Help services in Derby are focused on vulnerable families where there is a need for coordinated support from agencies to prevent issues escalating to the point where families may require statutory Social Care services. In Derby Early Help services are integrated with children's safeguarding Services (Children's Social Care) and there are three locality teams that cover the city from three locality bases:

Locality 1 and 5 covering:

Derwent, Chaddesden, Spondon, Oakwood, Mackworth, Allestree and Darley.

Locality 2 covering:

Sinfin, Alvaston, Boulton, Chellaston.

Locality 3 and 4 covering:

Blagreaves, Littleover, Mickleover, Normanton, Abbey.

Support can also be arranged through the '**Priority Families Programme**'

Priority families have complex needs. They are households who have at least two of the following:

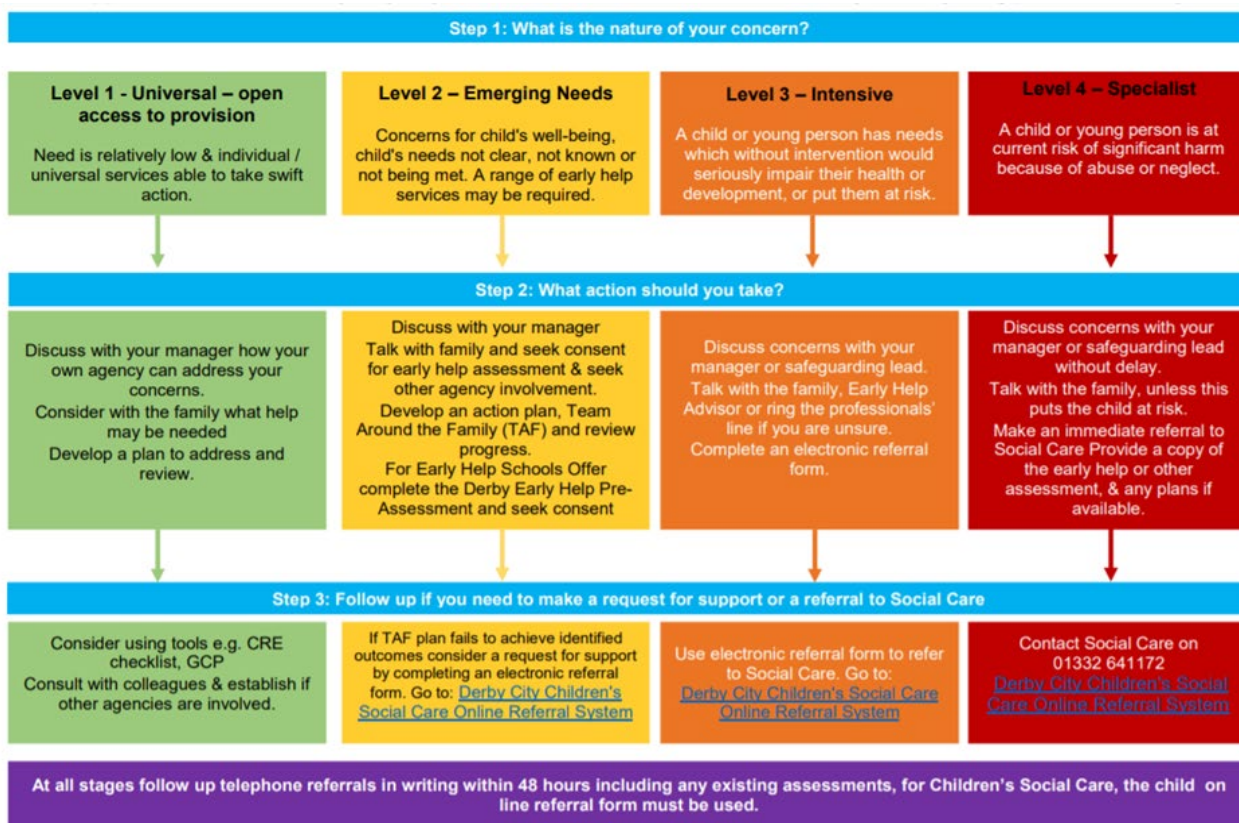
- parents and children involved in crime and anti-social behaviour
- children who have not been attending school regularly
- children who need help
- adults out of work or at risk of financial exclusion or young people at risk of being out of work
- families affected by domestic violence or abuse
- parents and children with a range of health problems

Tackling just one of their problems at a time is not going to help in the long-term. We must support and engage with every member of the family.

Referral to children's social care

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

Akaal Primary School: Safeguarding Policy



If you make a referral directly, you must tell the DSL as soon as possible.

Where an urgent response is required, contact the **First Contact Team** by telephone. This must be followed up within 48 hours via the **Derby Children's Social Care Online Referral System**. In non-urgent situations or where there is no current assessment which could be submitted to the weekly Vulnerable Children's Meeting (VCM), an online referral can be submitted via the **Derby Children's Social Care Online Referral System**.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves. Escalation policy and procedures are available at: <https://www.proceduresonline.com/derbyshire>

If you have concerns about extremism

Speak to the DSL/DDSL first to agree a course of action, unless the child is suffering or likely to suffer harm, or is in immediate danger: if in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from Derby Social Care 01332 641172 (9-5) or 01332 786968 (other hours).

Where there is a concern, the DSL will consider the level of risk and decide to which agency to make a referral. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team. The LA Prevent Team can be contacted via email or mobile telephone:

Akaal Primary School: Safeguarding Policy

Kyle.Hudson@derby.gov.uk	07867 461846
purjinder.gill@derby.gov.uk	07812 301218
Sally.Siner@derby.gov.uk	07765 222032

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related.

If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All Staff should be aware of *LOCAL* Guidance on behaviour issues, and the school's own Behaviour Management and Physical Intervention policies.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers, will be given at induction and is included in the Staff Handbook.

We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher. In all cases the Headteacher will follow the school policy.

The Headteacher will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

Akaal Primary School: Safeguarding Policy

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO, without notifying the Headteacher first.

The school will follow the *LOCAL* procedures for managing allegations against staff.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and the HR provider in making this decision.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice.

If you have concerns about a member of staff (including a supply teacher or volunteer), you must speak to the Headteacher. If your concerns / allegations are about the Headteacher, you must speak to the Chair of Governors.

Whistle-blowing (see separate policy)

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If internal procedures have been followed and it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.

Whistle-blowing in respect of the Headteacher should be to the Chair of Governors whose contact details are readily available to staff.

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff will follow the Physical Restraint / Positive Handling Policy (*this is incorporated within the Behaviour Policy*).

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.

Akaal Primary School: Safeguarding Policy

Allegations of Abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- * Is serious, and potentially a criminal offence
- * Could put pupils in the school at risk
- * Is violent
- * Involves pupils being forced to use drugs or alcohol
- * Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by being open and transparent in an age-appropriate way, about subjects and situations which are inappropriate and give children strategies by which to voice to / alert staff about it. This includes weekly PD lessons and the class worry monsters.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Akaal Primary School: Safeguarding Policy

Sexting

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- * View, copy, print, share, store or save the imagery yourself, or ask a pupil or family member to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- * Delete the imagery or ask the pupil or family member to delete it
- * Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- * Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- * Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult

Akaal Primary School: Safeguarding Policy

- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done by the DSL.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 7 of this policy also apply to recording incidents of sexting.

Curriculum coverage

Pupils are taught about the issues surrounding sexting as part of our Year 6 Health and Relationships Education and Computing Curriculum. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images

Akaal Primary School: Safeguarding Policy

- The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

8) Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group pressure or isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

9) Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

10) Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

Akaal Primary School: Safeguarding Policy

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

11) Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Please refer to the Digital & Social Technology Policy for further details.

12) Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

13) Complaints and concerns about school safeguarding policies

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see pages 16-17).

Other Complaints

Please refer to the school's Complaints Policy for further details.

14) Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained from the child's date of birth plus 25 years, at which time it is reviewed.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Our main alert and record-keeping system is CPOMS.

In addition some paper-based files are kept in a secure filing cabinet, to which the DSL has access.

Information that needs to be shared with partner agencies is transferred using egress or via other secure portals (eg WelfareCall).

In addition:

Appendix 2 sets out our policy on recruitment and pre-employment checks

Appendix 3 provides the most recent definitions of a range of specific safeguarding aspects.

15) Training

All Staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

The DSL & deputy DSL

The DSL and deputy DSL will undertake child protection and safeguarding training at least every 2 years.

Akaal Primary School: Safeguarding Policy

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

Governors

All governors will receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

Recruitment interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

Staff who have contact with pupils and families

All staff who have contact with children and families will have support, coaching and training, including supervision meetings to allow for confidential discussions of sensitive issues.

16) Monitoring and Evaluation

Our Safeguarding Policy and Procedures will be monitored and evaluated by:

- Trustee visits to the school
- Safeguarding reports
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body meeting minutes
- Logs of bullying/racist/behaviour incidents for SLT and Trustees to monitor
- Review of parental concerns and parent questionnaire

Policy Review

This policy will be reviewed in full by the Governing Board on an annual basis.

In addition to this, there is an Internal Safeguarding audit annually, an Annual Local Authority Safeguarding audit and an External Safeguarding review (as and when required).

Other relevant policies and documents

- Anti-bullying Policy
- Behaviour Policy

Akaal Primary School: Safeguarding Policy

- Complaints Policy
- Continuing Professional Development (CPD) Policy
- Curriculum Policies (where appropriate)
- Data Protection Policy
- Digital & Social Technology Policy
- Educational Visits and Trips Policy
- Equalities Policy
- First Aid Policy
- Health & Relationships Policy
- Health and Safety Policy
- Looked-after and Previously Looked-after Children Policy
- Low-level Concerns Policy
- On-line Safety Policy
- Privacy Notices
- Recruitment Policy
- Safeguarding Procedures Manual
- Staff Code of Conduct
- Staff Handbook
- Trustee and Governor Handbook
- Volunteer Policy
- Whistleblowing Policy

Key Publications/Guidance

- *Working Together to Safeguard Children* DfE 2015
- *Keeping Children Safe in Education* DfE 2021
- *Teachers' Standards: Guidance for school leaders, school staff and governing bodies* DfE 2013
- Derby Safeguarding Children's Board documentation
- *Sexual violence and sexual harassment between children in schools and colleges* DfE September 2021.

Terminology

Trust	Akaal Academy Trust Derby
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
LAC	Looked After Children
LADO	Local Authority Designated Officer
CEOP	Child Exploitation and Online Protection
DBS	Disclosure and Barring Service

We are committed to equal opportunities for all, irrespective of ethnicity, gender, sexuality, disability or religion. We will monitor the impact of this.

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm.
- Justifies the need for careful assessment and discussion with designated/named/lead person, manager (or in the absence of all those individuals, an experienced colleague).
- May require consultation with and/or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s or carer.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse.

Akaal Primary School: Safeguarding Policy

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Akaal Primary School: Safeguarding Policy

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious eg:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family

Akaal Primary School: Safeguarding Policy

- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others.

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity
 - Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
 - Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
 - Verify their mental and physical fitness to carry out their work responsibilities
 - Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
 - Verify their professional qualifications, as appropriate
 - Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
- For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or

Akaal Primary School: Safeguarding Policy

- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

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

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018

Akaal Primary School: Safeguarding Policy

Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All trustees, governors and members will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).
- Identity
- Right to work in the UK
- checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Akaal Primary School: Safeguarding Policy

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Children Missing from Education

Our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; e) because they have been permanently excluded.

Akaal Primary School: Safeguarding Policy

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

Akaal Primary School: Safeguarding Policy

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) by e-mail before the child or children arrive at school the following day. This will state whether or not a welfare check was made on the child. The DSL will provide support according to the child's needs and update records about their circumstances.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

Akaal Primary School: Safeguarding Policy

- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools/colleges take action **without delay**.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputy will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Akaal Primary School: Safeguarding Policy

Honour-based Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage (FM), and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

Peer on Peer Abuse

This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "banter" or "part of growing up". This abuse could for example include sexual assaults, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. There are separate Trust and local authority or LSCB guidance's and policies to address these concerns including the Behaviour Policy, Anti-bullying Policy, On-line Safety Policy, & "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance). Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils.

Sexting - School will always respond if informed that children have been involved in 'sexting' (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, "Sexting in schools and colleges: responding to incidents and safeguarding young people" will be used to guide the school's response on a case by case basis. The key points being:-

- Inform the Headteacher/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation or the targeting of a vulnerable student, inform the police and Social Services (Priority 1)
- School to inform the Safeguarding and Wellbeing Lead Professional and the Director of IT.

Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or on-line, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

Akaal Primary School: Safeguarding Policy

Private fostering arrangements

Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff must inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling).

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Factors to consider

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed

Akaal Primary School: Safeguarding Policy

- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses; that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in using the InVentry system. Before signing in for the first time, visitors will be asked to read and agree to adhere to the school's safeguarding approaches and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID;
or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Take the child/ren back into the school, into a safe waiting area (eg. The Studio).
- Telephone the approved contacts, in the order they are recorded on ScholarPack, to ascertain who should be collecting them and where they are.
- If contact is made, an appropriate plan will be made to keep the child/ren safe until their collecting adult arrives.
- If contact is not made, the child/ren will be kept safely in the school and we will spend the next 30 minutes attempting to contact the responsible adults, via all routes available to us – telephone, e-mail, text service, app service. In certain circumstances we may make a visit to the home.
- When a responsible adult is not in attendance to collect the child from the bus stop we will telephone back to the school in order that the previous step can begin. The child/ren will remain on the bus and will return to school, where they will be kept safely as we work through our procedures.

Missing pupils

There are some points of the day / activities where children may be more vulnerable to become missing. Here we outline the specific procedures we have in place to minimise this risk.

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible.

RESPONSIBILITIES

- It is the Headteacher's responsibility to ensure that all relevant staff are aware of these procedures and to act at all times according to its guidance.
- It is the responsibility of parents / families to ensure that they provide correct and updated contact information and know the procedures for handover of the child at the beginning and end of sessions.
- It is the responsibility of Governors to ensure that they are aware of the school's procedures and to challenge/support the school in its review of this policy.

Akaal Primary School: Safeguarding Policy

PROCEDURES AIMED AT REDUCING RISK OF A MISSING PUPIL

Start of the Day

- Ensuring parents are fully aware of the points at which responsibility for the care of their child passes from themselves to the staff.
- Clear procedures for welcoming pupils into school. Staff meeting and greeting on the door.
- Doors into classes closed at 8.35am.
- Pupils use designated entrance – Covid compliant.
- Main entrance used between the hours of 8.35am and 3.30pm once gates are locked.
- Staff complete registers promptly and accurately – mornings and afternoons.

Outside Time/Lunch/Playtime



- When children are outside they are protected by fencing and padlocked gates and have adult supervision.
- If pupils leave the classroom security to work in other parts of the school, adequate supervision is maintained at all times and all pupils are accounted for on return to the classroom.

Home-time

- Staff take pupils to the designated dismissal point (Covid compliant) and ensure that all pupils are collected by the appropriate adult.
- After 10 minutes pupils who are left, are taken back into school and the “non-collection of children” protocol begins.
- Pupil information is reviewed each year and maintained with up to date contacts. Only those with parental responsibility can make changes.
- Pupils will not be able to leave school with any adult not on their “approved” list (ScholarPack record). Pupils will not be allowed to go home with any person under the age of 14.
- Additional “approved” people can be added but this must be done in writing (e-mail or letter).

Akaal Primary School: Safeguarding Policy

Visits

- Thorough risk assessments and adequate staff/pupil ratios are adhered to when any group of pupils leaves the premises. Ratios are: Reception – 1 adult to 4 children. Years 1 – 4: 1 adult to 6 children. Years 5 & 6: 1 adult to 8 children.
- Adequate communication, contact and a list of pupils/groups to be taken on visits out of school, with the same information remaining in school for the duration of the visit.
- Mobile phones must be taken on every visit and mobile contact numbers left at school.
- Any child who, for any reason, is considered to be of greater risk of going missing (eg 1:1 behaviour) will remain with an assigned adult for the duration of the trip.

PROCEDURES IN THE EVENT OF A CHILD GOING MISSING

In the event of a child going missing during the school day:

- The member of staff who has noticed the missing child will calmly inform the Headteacher, or in her absence, the nearest member of the SLT, or if not available, the Office Administrator.
- Staff will promptly but calmly round up all pupils to a pre-arranged area and a designated member of staff will continue with appropriate work / activity and will not alert the children unless absolutely necessary.
- Staff will count and name-check all the pupils present against the register while the group is assembled in one place. This information will be reported to a member of the SLT.
- AT THE SAME TIME all other available staff will conduct a thorough search of the premises and will immediately notify the Headteacher if the child is found.
- A thorough check of all exits will be made to make sure all external gates/outdoor doors are locked/bolted and there are no other ways a pupil could have left the school. If something is discovered, the Headteacher is to be advised immediately.
- If the child has not been found by this point, staff will begin a search of the immediate area.
- The Headteacher or next most senior member of staff on site will decide at which point the police need to be contacted. When contacting parents or carers please ask them to bring with them a recent photograph of their child.
- The police will be informed.

Akaal Primary School: Safeguarding Policy

- Staff will be asked to write down a description of the child including features the child has and what they were wearing.
- If the missing child has any special medical or learning needs then these also need to be noted, to be disclosed to police or other agencies.

In the event of a child going missing at an alternative location to the school (e.g. swimming pool, educational visit venue):

- Children will be collected in one place and checked against the attendance list.
- Whilst the attendance is being checked, remaining members of staff will check the immediate areas (by immediate we mean those where the main group can still be seen or is in immediate proximity) for the child e.g. toilets, changing rooms.
- The visit leader must ensure the safety of the remaining pupils.
- The visit leader should contact the Headteacher.
- If the child is not found within five minutes the visit leader must contact the police by phoning 999.
- The visit leader should alert the Headteacher that the police have been contacted and school will make arrangements to notify parents, after which the above procedures are to be followed.