Pownall Hall School

Pownall Hall School is committed to co-education and aims to provide a caring, disciplined, safe and secure family environment, where all pupils are enabled and encouraged to maximise on their academic, sporting, musical and creative potential.

The School aims to instil traditional values of courtesy, good manners, mutual respect, tolerance and compassion in its pupils and help them develop self discipline and good working habits for the future. The all round personal development of each and every pupil lies at its heart.

3a Part (i) SAFEGUARDING POLICY

This is a whole school policy; it refers to and includes EYFS, after school care and holiday clubs held on our premises. Please see section 10 for EYFS.

This policy complies with government legislation and is regularly updated in accordance with current guidance and the ISI Regulatory Standards for Independent Schools (0916). Copies are on the school's website and are available to parents and prospective parents on request.

The health, safety and welfare of all the pupils at Pownall Hall School are of paramount importance to all adults who work at the school and govern it. All our children have the right to protection and to have their safety guarded. The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Pownall Hall School will safeguard and promote the welfare of children who are pupils at the school, in compliance with DfE Guidance 'Keeping Children Safe in Education' (September 2019), 'Working Together to Safeguard Children' (2019) and 'HM Government: Revised Prevent Duty Guidance for England and Wales (July 2015)

Designated Safeguarding Leads at Pownall Hall School

The whole-school designated leads at Pownall Hall School are the Headmaster or Deputy Head:
Mr David Goulbourn : headmaster@pownallhallschool.co.uk
Mrs Louise Edwards : ledwards@pownallhallschool.co.uk

The designated lead for the Prep School at Pownall Hall School is:
Miss Lindsey Birchall : lbirchall@pownallhallschool.co.uk
The designated lead for Pre-Prep at Pownall Hall School is:
Miss Katherine Lowther : klowther@pownallhallschool.co.uk

*The designated safeguarding lead for the Early Years Foundation Stage is the
EYFS Coordinator:*
Mrs Beryl Spence : bspence@pownallhallschool.co.uk

The designated Governor for Safeguarding is:
Miss Lukhvinder Kaur

Cheshire East Emergency Contact Numbers

Cheshire East Consultation Service - ChECS: 0300 123 5012
Children's Assessment Team (Children's Social Care) : 0300 123 5012
              (Mon-Thurs 8.30 a.m. – 5pm or Fri 8.30 a.m. – 4.30 pm)
Cheshire East Consultation Service - ChECS: Out of Hours Emergency Team: 0300 123 5022
 SCiES - Safeguarding Children in Education Settings - Kathryn Hill (Representative)
Out of Hours Service: 0300 123 5022
LADO Service: (allegations against staff) 01606 288934
Police: 0854 458 0000; 999 (emergency); 101 (non-emergency)
OfSTED: 0300 123 4666

Other Emergency Contact Numbers:

TAMESIDE Children's Hub: 0161 342 4101
Emergency out of hours: 0161 342 2222 TRAFFORD

MARAT (Multi-Agency Referral and Assessment Team) General Helpline: 0161 912 5125 Emergency out of hours: 0161 912 2020

STOCKPORT Stockport Safeguarding Unit and LADO – 0161 217 6028
out of hours: 0161 718 2118
Stockport Channel Panel – 0161 474 5657 (ask for Julia Storey who is the single point of contact for education)

MASSH (Multi Agency Safeguarding and Support Hub) 0161 217 6028
Emergency out of hours: 0161 718 2118   MANCHESTER Contact Centre: 0161 234 5001

CHILDLINE: 0800 1111
NSPCC Child Protection Helpline 0808 800 5000

Greater Manchester Police Public Protection Investigation Unit (PPIU) - for consultation about crime-related safeguarding concerns: stockport.ppiu@gmp.pnn.police.uk

Prevent - Cheshire East referrals: 01606 362147, The local police force, 101 (the non-emergency police number) and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

1. AIMS OF THE POLICY

The School aims to:

- Fulfil its statutory responsibility and Duty of Care and follow the guidance and procedures laid down in the current Cheshire East County Council Child Protection Committee Manual of Procedures.

- Ensure that safe recruitment practices are followed in checking the suitability of all staff, governors and volunteers who work with children, including enhanced DBS checks and compliance with Independent Schools' Standards Regulations (See policy on Safer Recruitment at Pownall Hall School-3a(ii)).

- Ensure that staff receive regular training in safeguarding issues, guidance for identifying them and the procedures to be followed when dealing with them. Ensure effective communication between all staff when dealing with safeguarding issues.

- Establish a code of conduct for all staff including reference to their possible vulnerability for Safeguarding issues and how this can be avoided. (See policy on Code of Conduct for Staff at Pownall Hall School 3c.)

- Ensure that risk assessments are used effectively to promote pupils' safety. Pupils are made aware of risks in different situations and how to respond to them through the teaching of personal, social and health education, assemblies and the general ethos created in the School.

- Create a supportive, caring ethos where children are encouraged to share concerns knowing that adults will listen to them.

- Ensure that parents understand the responsibility placed on the School and its staff for safeguarding by making the policy available to them on the website; or by sending a copy on request. The School will notify parents and prospective parents of policies that are available to them in parents' handbooks and the prospectus.

- Ensure that this policy is reviewed annually, updated in accordance with current legislation, approved by the Governors of the School and its implementation checked and reported on annually by their representative.

2. RESPONSIBILITIES

Governors will ensure that:

- The School has a safeguarding policy and procedures that are in accordance with current DfE Guidance *'Keeping Children Safe in Education' (2nd September 2019).*

- The safeguarding policy and procedures are reviewed and evaluated annually. Also that the school is discharging its duties efficiently through the implementation of this policy and this will be checked and reported on annually by a nominated governor. The school has a Safeguarding Sub-Committee, which meets termly to discuss this policy, further issues and the school's Child Protection Register. The nominated governor (Miss Lukhvinder Kaur) attends this sub-committee.

- The School has procedures for dealing with allegations of abuse against members of staff, volunteers and the head that comply with government guidelines.

- All allegations will be reported to the LADO immediately (KCSIE 2019)

- The senior designated person responsible for safeguarding (DSL), deputy designated person (DDP) and the EYFS designated person receive appropriate training in safeguarding, updated every two years. SCiES updates to be actioned when received.

- Training in safeguarding for all staff is updated every three years. Volunteers who work with children and part-time staff are to be made aware of the arrangements as they join the school. Staff undergo online training annually.

- Safer recruitment procedures are carried out for every appointment and any volunteers who work with the children on a regular basis, including enhanced Disclosure and Barring Service checks, Prohibition from Management, Prohibition from teaching and contact with present and previous employers – all in accordance with Independent School Standards and Regulations. (See policy for Safer Recruitment at Pownall Hall School – 3a (ii)).

- A central register of all appointments including the Governors, which complies with current regulations, is kept and checks are made in line with current regulations.

- Any deficiencies or weaknesses in safeguarding arrangements brought to their notice are remedied without delay.

- Every complaint or suspicion of abuse from within or outside the School will be investigated and in all proper circumstances will be referred to an external agency such as the Children's Social Care Team of the local authority or the Police Public Protection Investigation Units (PPIU) in accordance with the procedures of the Cheshire East Local Safeguarding Children Board. The School will also comply with the procedures of other Local Authorities in which families may be resident, such as Stockport, Derbyshire, Manchester, Tameside and Trafford.

- The school will inform the local authority of any children missing education and who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

The Designated Safeguarding Lead with responsibility for child protection issues, will ensure that:

- The School has the correct policies and procedures that comply with current legislation in place for handling cases of suspected abuse, including allegations against any staff or volunteers (See Procedures when a Member of Staff, Volunteer or Head faces Allegations of Abuse – policy 3b).

- The above policies are available to all staff and volunteers for reference and are reviewed and approved by governors on an annual basis. Copies of all policies are kept electronically on the Pownall Hall School shared files on google drive. Paper copies may be obtained from the Deputy Head, on request.

- Sufficient resources and time are planned and provided for safeguarding matters and the ethos of the School is conducive and sensitive to staff and volunteers raising concerns about any potentially unsafe practice. (See policy for Code of Conduct for Staff -3d).

- The school's sub-committee, chaired by the Headmaster, meets termly, is attended by the nominated governor and all designated persons. The Child Protection register is updated at these meetings.

- The school has a Deputy Designated Person, in case of absence of the Headmaster, to be responsible for dealing with safeguarding issues, providing advice and support to staff and working with external agencies as necessary and that this member of staff undertakes training every two

years. The school has a designated person responsible for safeguarding within the EYFS, who will also undertake training every two years.

● Ensure that we practise safe recruitment in checking the suitability of staff and volunteers to work with children and young people in accordance with guidance given in "Keeping Children Safe in Education (September 2019) (KCSIE) ", and "Working Together to Safeguard Children (February 2019), including reporting to the Disclosure and Barring Service (DBS) any person who has left the school and is unsuitable to work with children.

● Ensure that all staff and volunteers undergo safeguarding training, including reading and understanding the Safeguarding Policy, KCSIE Part One and Annex A (September 2019), and the staff code of conduct, as part of their induction.

● Ensure that all staff and volunteers undergo safeguarding training on a schedule to be determined in consultation with the Local Safeguarding Children Board (LSCB) to protect each pupil from any form of abuse, whether from an adult or another pupil.

● Ensure that all staff and volunteers have read and understood KCSIE Part One (September 2019)

● Prevent training – include training all staff concerning the risks of radicalisation and how to identify children and young people at risk. (KCSIE 2019)

● Ensure children are kept safe on-line by educating them in e-safety.

● All staff are informed of necessary updates to the policy, receive refresher INSET training every three years and know the signs of possible abuse and what to do. New staff receive induction in the school's safeguarding policy and procedures before commencing their work with the children.

● Parents are aware of the School's responsibilities in respect of safeguarding and know that they can obtain a copy of the safeguarding policy on request and the policy is on the school's website

● The DBS/TRA is informed if there are grounds for believing that a person may be unsuitable to work with children or may have committed misconduct.

● Any deficiencies or weaknesses in the School's safeguarding arrangements are remedied without delay.

The Designated Persons for the School and the EYFS will also ensure that:

● All staff have appropriate training, updated every three years and that new staff, including supply, part-time and volunteers, receive induction training on the School's safeguarding procedures.

● Advice and support is given to staff in relation to safeguarding issues. Our Policy for the Induction of New Staff in Safeguarding is used for all new staff in the school.

● They cultivate links and liaise with relevant external agencies and refer cases of suspected abuse to them. Contact details are: Melanie Campbell - local authority designated officer **melanie.campbell**@cheshireeast.gov.uk (LADO) 01606 288 931, Cheshire East Local Safeguarding Children Board 01625 374 753 / 01625 374 965 or LSCB@cheshireeast.gov.uk

● The Head is always kept informed should the Deputy or EYFS designated persons have to deal with issues. The School is registered with Ofsted and separate procedures in respect of this are detailed in the EYFS section of this policy.

● Detailed, written, accurate records are kept both of concerns and of any referrals.

● **All** records are kept securely and separately from other school records and are in a locked location

When a child leaves, the record is kept in school but an A4 hard copy is transferred to the new school when the child starts at the new school and the Head only discusses any issues personally with the Head of the new school.

Proper procedures are followed if an allegation is made against an adult in the school (see separate guidance for dealing with allegations of abuse against an adult in the school – 3b).

All Staff, including supply and temporary staff and volunteers, must take responsibility for being alert to signs of abuse in the protection of each pupil in the school.

3. TYPES OF ABUSE/SPECIFIC SAFEGUARDING ISSUES

Keeping Children Safe in Education (DfE, 2019) defines abuse as the maltreatment of a child.
"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children"
The four main types of abuse referred to in Keeping Children Safe in Education are:

● Physical

● Emotional

● Sexual

● Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger. Staff are aware that a child may be abused by one or more adult, or by one or more pupils, and should follow the procedures outlined in Section 5.

More information from the NSPCC about 'signs of abuse' can be found in the appendix 1 and 2.

Peer on peer abuse
Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviour towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'up-skirting', 'sexting' or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse. Staff recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter" or "part of growing up".

In order to minimise the risk of peer on peer abuse, the school:
● Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
● Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued and both victim and perpetrator receive support.

- Develop robust risk assessments where appropriate
- Have relevant policies in place

Please see our Whole Behaviour Policy for school procedures.

We use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour.
The traffic light tool can be found at
https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool
Guidance on responding to and managing sexting incidents can be found at:
http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

If a disclosure is made, staff should follow the procedures as outlined in Section 5 - Dealing with concerns.

Serious violence
All staff are aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

Children with special educational needs and disabilities
Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

- That they may be more prone to peer group isolation than others

- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs

- Communication difficulties in overcoming these barriers

Children missing from education
All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education.   Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.
Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (ChECS or Police). Parents are required to provide at least two emergency contact numbers to the school, so we are able to communicate with someone if we need to.

The school must inform the local authority of:
- any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

The school will inform the local authority of any pupil who is going to be deleted from the admission register where they:
 • have been taken out of school by their parents and are being educated outside the school system e.g. home education;
 • have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;

• have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
• are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or
• have been permanently excluded. The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

Child Sexual Abuse (CSA) and Exploitation (CSE)
The definition, as taken from the Dfe 2019, Child sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. The definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

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

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate.

Child criminal exploitation
Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal exploitation.

Contextual safeguarding
Safeguarding incidents and behaviours can be associated with factors outside our school.   All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and / or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

Domestic abuse
Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

So-called 'honour-based violence' (including Female Genital Mutilation and forced marriage)
Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse. As of October 2015, the Serious Crime Act 2015 (Home Office, 2015)   introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation

where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

A **forced marriage** is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

Prevention of radicalisation

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion

- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas

- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.

Our school works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate (Appendix C).

Locality issues

As a school we are concentrating on e-safety and recognise that abuse can take place wholly online or technology may be used to facilitate offline abuse. Our children are taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum. The children and their parents in Key Stage Two attend annual e-safety awareness training. Staff also attend this regular training and complete the educare e-safety course. Please see our E-safety and Acceptable Use policy.

4. PREVENT DUTY

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Staff will:

Risk Assessment: Teachers will raise concerns during weekly staff briefing. Whole staff discussion will help build up a picture of the whole child in all areas of school.

Any information is then handed to the Designated Safeguarding Lead immediately.

Working in partnership: Staff at Pownall Hall School will work with partner agencies to seek advice, support and guidance drawing on multi-agency expertise, to support pupils at risk of harm via social media and the use of the internet. In addition, staff at Pownall Hall School may wish to consider engagement with parents and carers to assist families who raise concerns and provide them with appropriate support.

Staff training: Prevent training has been undertaken by the staff. It is important that staff are trained on how to identify factors that can help make people vulnerable to radicalisation.

As part of prevention, staff will receive focused training to support the ever changing landscape of safeguarding which is underpinned by legislation and guidance on issues such as radicalisation.

IT Policies: Suitable filtering is in place on all computers that access the internet. The curriculum at Pownall Hall School helps the children stay safe online. Internet safety is an integral part of the ICT and PSHE curriculum.

Please also read the school's **Inclusion Policy** to see how children are included in all areas of school.

5. PROCEDURES AND DEALING WITH CONCERNS

It is essential that all staff make themselves familiar with these procedures and follow the guidelines given when dealing with a suspected case of abuse:

- Unless the child chooses to confide in a member of staff, the pupil should not be interrogated or questioned too closely. A teacher may ask how a particular injury was obtained or why the pupil appears unhappy or is falling asleep.

- Staff must listen to what the child has to say, not interrupt, avoid leading the child in any way and must not promise confidentiality.

- Reassure the child that he/she is not being blamed and be sure not to show shock or panic when presented with the facts. It is very important to keep calm.

- Record the child's remarks in detail as soon as possible on the school's Disclosure Form (within 24 hours). If you do not have a copy of the Disclosure Form, note the date, time, place and people present in addition to what was said and the action taken at the time. Keep any other evidence that will be beneficial.

- All notes taken are very important and may be used in subsequent court proceedings. **Pass them to the DSL (Headmaster) or, if absent, the DDP.**

- In circumstances where a child is thought to be 'missing' from school, the parents and, where appropriate, the police will be contacted as a matter of urgency.

- In cases where dealing with abuse by one or more pupils against another pupil (see Anti-Bullying policy)

The Headmaster or Deputy Head Teacher (DSL) or in the case of the youngest children – the EYFS DSL, must be made aware immediately if there is a problem or any suspicion in respect of child abuse.

Staff should ensure that their behaviour and actions do not place pupils or themselves at risk of harm, or of allegations of harm to a pupil. These may include:

- No member of staff should convey or transport a lone child in a private vehicle or school bus, except in cases of medical emergency.
- It should be normal practice that members of staff teach pupils in a classroom where there is a window in the door. Ideally, all classroom doors should contain such a window. However, this is not always possible in a listed building. In such cases, the door should remain open at all times when a class is present, if the fire regulations allow. Windows in doors must be kept free of obstructions, so that staff and pupils may be clearly seen from outside.
- No member of staff should divulge personal contact details or engage in electronic communication with a pupil.

6. EARLY HELP

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support

other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

The relevant welfare agency will be contacted within 24 hours of disclosure and the police will be informed if there are grounds for believing that a criminal offence may have been committed:

- Children who have suffered, or are likely to suffer, significant harm should be reported to Children's Social Care immediately.

- An inter-agency assessment is made for children who are in need of additional support from one or more agencies including, as appropriate, Early Help Assessment and "Team around the Child" (TAC).

- The requirement to inform the local authority of any pupil who fails to attend school regularly, or who has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority, or in default of such agreement, at intervals determined by the Secretary of State

- The requirement to report to the police the discovery that FGM appears to have been carried out on a girl under 18

- The need to make a referral if a child is identified at risk of radicalisation

The Headmaster (DSL) or DDP will work closely with the relevant agencies when investigating any allegations of abuse. The Headmaster will inform the Chairman if the safeguarding governor cannot be contacted.

Should a child allege abuse, the school may contact relevant agencies without advising the parents first. If no abuse is reported, but is suspected, then the Headmaster (DSL) must obtain the parents' permission before contacting the authorities formally. Advice from Social Services is always available.

The school will always assist and support Social Services in their tasks following a referral. Staff are expected to attend and participate in all case conferences and meetings.

Child Protection records: These will be filed securely and separately from main pupil files. Child Protection records will be retained until the pupil whose information is contained in the file reaches the age of 25 in accordance with guidance issued by the Information and Records Management Society.

External agencies: Any person can make a referral to the Children's Social Care Team or to the police. Whether or not the School decides to refer a particular allegation to the Children's Social Care Team or the police, the person making the allegation will be informed of their right to make their own referral to the Children's Social Care Team or the Police Public Protection Investigation Unit (PPIU) and will be provided with contact names, addresses and telephone numbers, as appropriate.

7. ALLEGATIONS MADE AGAINST A MEMBER OF STAFF, VOLUNTEER, A DESIGNATED PERSON OR THE HEADMASTER

Please see the attached policy-3b for the procedures to be followed should there be an allegation of abuse against an adult in the school.

Important Notice: If there are grounds to believe that the accused may be unsuitable to work with children then the Headmaster will inform the DFE and the Independent Safeguarding Authority within one month of

the disclosure or of the person leaving the school. Please see the requirements for EYFS Setting and After Care Group – below; also the update on Page 8
The address for referrals is PO Box 181, Darlington DL1 9FA (telephone 01325 953 795).

No investigation takes place without the LADO being contacted

We make a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be considered.The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in Teacher misconduct: the prohibition of teachers (October 2015). Further guidance is published on the Teaching Regulation Agency website.

8. DBS CHECKS

All adults employed in the school are required to be vetted to enhanced level through the Disclosure and Barring Service – this applies to teaching staff, Governors, ancillary staff, cleaners and kitchen staff and to volunteers and any supply staff, games coaches and peripatetic staff.

9. PHYSICAL RESTRAINT

If, in the course of their duty, it becomes necessary to use physical restraint, the Headmaster requires that this is reported to him immediately and a written record is also submitted to him. See
the school's policy and guidance on Physical Restraint of children detailed in the Management of Behaviour Policy - 2c and in the Discipline and Sanctions Policy - 2b

10. STAFF TRAINING

The Designated Persons will receive training every two years.

The school has signed with EduCare for Education. This annual training comprises of 17 online safeguarding, duty of care and education law and guidance programmes. This IAPS and OFSTED approved provider, provides every member of staff with essential training in all the key areas Ofsted and the law require.

New staff and part-time staff will receive specific induction on the school's safeguarding policy before commencing their employment.
Supply staff, and volunteers will receive verbal advice on the school's safeguarding policy before they commence their roles in the school.
All staff will have ready access to the school's Safeguarding Policy through the Staff Handbook and the School Website.
Staff will read and understand KCSIE including Annex A (September 2019) and signatures will be collected to confirm they have read this.

All staff, including temporary staff, and volunteers will be provided with induction training that includes:
1. The school's Safeguarding Policy;
2. The staff code of conduct as outlined in the Staff Handbook;
3. The identity of the Designated Safeguarding Lead;
4. A copy of Part One of KCSIE including Annex A (September 2019).

Ensure that we practise safe recruitment in checking the suitability of staff and volunteers to work with children and young people in accordance with guidance given in "Keeping Children Safe in Education (September 2019) (KCSIE) ", and "Working Together to Safeguard Children (March 2019), including reporting to the Disclosure and Barring Service (DBS) any person who has left the school and is unsuitable to work with children.

Ensure that all staff and volunteers undergo safeguarding training, including reading and understanding the Safeguarding Policy, KCSIE Part One and Annex A (September 2019), and the staff code of conduct, as part of their induction.

Ensure that all staff and volunteers undergo safeguarding training on a schedule to be determined in consultation with the Local Safeguarding Children Board (LSCB) to protect each pupil from any form of abuse, whether from an adult or another pupil.
Prevent training – include training all staff concerning the risks of radicalisation and how to identify children and young people at risk.

11. PROTOCOL FOR VISITING SPEAKERS / VOLUNTEERS / 1:1 TUITION

By following these procedures, all staff at Pownall Hall School ensure the children are always protected and kept safe. STAFF NEED TO COMPLETE **Pownall Hall School Protocol for Visiting Speakers / Volunteers / 1:1 tuition** CHECKLIST (found at the bottom of this policy) BEFORE A VISITOR COMES TO SCHOOL.

Visiting speakers –
Before a speaker attends the school staff must:
- Carry out an internet search of the person / group
- Seek recommendations/references from other organisations
- Find out where else they have spoken

When on site the speaker needs to be supervised at all times.

Volunteers -
Before a volunteer starts at the school, the school will assess whether the individual will be in regulated activity. When volunteers are supervised, they do not fall within the definition of regulated activity and so barred list checks would not be required.

In this case the school will:
Ensure the volunteer is supervised at all times
Obtain references and recommendations for the volunteer
Carry out an informal interview with the person
Checking with the school community for any concerns

An unsupervised volunteer, whose presence is frequent and regular, is in regulated activity, and the school should obtain an enhanced DBS certificate with barred list information. Volunteers doing personal care is deemed a regulated activity, thus requiring an enhanced DBS certificate with barred list information. Individuals working at the school but employed by third- parties (for example, psychologists, nurses, dentists, and other public sector staff) should have been checked by their employing organisation. Pownall Hall School does not need to see their disclosure as appropriate checks should have been carried out, and should be confirmed in writing to the school by the organisation. Pownall Hall School will however check identity when an individual arrives to ensure imposters do not gain access to children.

1:1 Tuition
At Pownall Hall School we ensure all pupils remain safe while having 1:1 Tuition by:
Making sure the tutor has an enhanced DBS certificate with barred list information
Obtain references and recommendations for the tutor
Carry out an informal interview with the person
Checking with the school community for any concerns

Tutor to sign in and out of school and use the rooms provided
Tutor to pick up the pupil from class and tell the class teacher where the lesson will be carried out.

12. USE OF MOBILE PHONES AND CAMERAS

The guidance below is for the whole school including EYFS. For more guidance on using cameras and mobiles within the EYFS setting, look at the Pownall Hall School Learning Journey Policy below.

Dedicated setting mobile phone:
To protect the children we will ensure that the mobile phone is:
- Is stored securely when not in use.
- All staff are vigilant and alert to any potential misuse.
- Only used by allocated people who have a clear understanding of what constitutes misuse and know how to minimise risk.
- Is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas.
- Does not detract from the quality of supervision and care of children

Personal mobiles and electronic devices:
- Personal mobile phones and recording devices (tablets, cameras, laptops etc) are never used in the setting.
- If staff have personal phones or devices these are stored securely (say where) and will be switched off or on silent whilst staff are on duty.

Mobiles belonging to visitors:
- We request that mobiles belonging to visitors are switched off and secured securely in the locker provided next to the signing in book.

Mobiles belonging to older children:
- Older children are allowed to bring in mobile devices from home if given permission from a parent or teacher. These must be stored securely and switched off or on silent whilst in the setting, unless otherwise directed by a member of staff.

For cameras photography and images please see F3e Taking, Storing and Using Images of Children Policy

For use of personal mobiles and electronic devices during residential trip and visits see F4a Educational Visits Policy

13. EYFS
The named person responsible for safeguarding in the EYFS is the EYFS Co-ordinator, Mrs. Beryl Spence.

The whole school policy applies to the EYFS, after school care and holiday clubs held on our premises with the following additions:

We recognise our responsibility to:
- Safeguard children and promote their welfare;
- Promote good health;
- Manage children's behaviour;
- Ensure the suitability of adults who have contact with children;
- Ensure that adults looking after children have appropriate qualifications, skills and knowledge;
- Ensure staffing arrangements keep children safe;
- Ensure that organisational arrangements enable all children to have a positive learning and development experience;
- Ensure facilities and safe and suitable; and
- Maintain records, policies and procedures.
- Only use registered cameras to record evidence for children's learning journal. Personal phones to be locked in the staffroom.

An annual EYFS Safeguarding Audit is carried out by the EYFS Coordinator, who communicates the outcome of the audit to the school's Safeguarding Committee

Staff are not allowed to use their own mobile devices, including digital cameras and camera-phones, during school sessions; personal mobile devices must be left in the staffroom during school sessions. Only approved school devices may be used, under supervision, during school sessions.

See Pownall Hall School Learning Journey Policy below.

This policy will be monitored by the school's Sub-Committee for Safeguarding, updated as necessary and reviewed annually.

This updated policy presented to Governors for their approval – September 2019

Approved:

Mrs. Eileen MacAulay, Chair of Governors   *Date: October 2019*

Review date: November 2020

A copy of this Policy is available to Parents on request and is on the school's website.

Updates are in accordance with the ISI regulatory standards 0916 and the Cheshire East Model Safeguarding Policy for Early Years Settings.

Date	Version No.	Approved By:	Brief Summary of Amendments:
Sept 18	V1	Eileen MacAulay	Updates are in accordance with the ISI regulatory standards 0916 and the Cheshire East Model Safeguarding Policy for Early Years Settings.
Nov 18	V2	Eileen MacAulay	Updates are in accordance with the ISI regulatory standards 0916 and the Cheshire East Model Safeguarding Policy for Early Years Settings.
Sept 19	V3	Eileen MacAulay	Updates are in accordance with the ISI regulatory standards 0916 and the Cheshire East Model Safeguarding Policy for Early Years Settings.
Oct 19	V4	Eileen MacAulay	Updates are in accordance with the ISI regulatory standards 0916 and the Cheshire East Model Safeguarding Policy for Early Years Settings.

References:
A. School policies – detailed above
B. ISI Handbook Regulatory Requirements (0919) www.isi.net
C. The Statutory Framework for the Early Years Foundation Stage 2017 www.education.gov.uk
D. "Keeping Children Safe in Education" (DfE guidance September 2019)
E. "Working Together to Safeguard Children", (DfE guidance 2019)

F. "Every Child Matters: Change for Children in Schools" DfE guidance 2009 www.education.gov.uk

G. "What is child abuse?" NSPCC Information document www.nspcc.org.uk

H. "New Vetting and Barring Scheme: Confirmation of ISA decision-making from 20 January 2009 and address for referrals," "An employer's duty to refer information": ISA fact sheets www.isa-gov.org.uk

I. "Information Sharing: Guidance for practitioners and managers" DfE guidance, March 2015 www.education.gov.uk

J. Cheshire East Model Safeguarding Policy for Early Years Settings (Oct 2018)

K. HM Government: Revised Prevent Duty Guidance for England and Wales (July 2015) paragraph 57-76

L. Working Together to Safeguard Children (February 2019)

M. KCSIE September 2019

N. Sexual Violence and Sexual Harassment between children in Schools and Colleges (December 2017 DfE Publication update.)

The School's Associated Policies and Government documentation which are available on request:

3a (ii)	Safer Recruitment
2a	Anti-Bullying
2b	Discipline and Sanctions
2c	Management of Behaviour and Discipline
3b	Guidance on Allegations of Abuse against an Adult in the School
3c	Interaction with Pupils – Model Code of Conduct for Staff
3d	Induction of New Staff in Safeguarding
3e	Taking, Storing and Using Images of Children in School

Working Together to Safeguard Children 2019

The Prevent Duty - Counter Terrorism and Security Act, 2015

Keeping Children Safe in Education 2019

Meeting children and young People's needs in East Cheshire: Child Protection Procedures
www.online-procedures.co.uk/cheshireeast/

APPENDIX ONE

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or

- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school/academy attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

2. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or

- Isolation from peers.

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse, as can other children. The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and

- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. EMOTIONAL ABUSE

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

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;

- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

APPENDIX TWO

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
1. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

1. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

1. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

1. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school/ academy staff are able to recognise those vulnerabilities.

1. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

1. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

2. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Pownall Hall School Protocol for Visiting Speakers / Volunteers / 1:1 tuition

Staff will fill in this sheet to demonstrate we have followed school policy with regard to speakers/volunteers/1:1 Tuition

Name:	
Organisation:	

Date:

By following these procedures, all staff at Pownall Hall School ensure the children are always protected and kept safe.

Personal mobiles and electronic devices have been switched off or turned to silent and securely locked away in the lockers provided	Y/N

Visiting speakers
Before a speaker attends the school staff must:

Carry out an internet search of the person / group	
Seek recommendations/references from other organisations	
Find out where else they have spoken	

When on site the speaker needs to be supervised at all times.	

Volunteers
Before a volunteer starts at the school, the school will assess whether the individual will be in regulated activity. When volunteers are supervised, they do not fall within the definition of regulated activity and so barred list checks would not be required.

In this case the school will:

Ensure the volunteer is supervised at all times	
Obtain references and recommendations for the volunteer	
Carry out an informal interview with the person	
Checking with the school community for any concerns	

An unsupervised volunteer
whose presence is frequent and regular, is in regulated activity, and the school should obtain an enhanced DBS certificate with barred list information. Volunteers doing personal care is deemed a regulated activity, thus requiring an enhanced DBS certificate with barred list information.

Checked enhanced DBS certificate with barred list information	

Individuals working at the school but employed by third- parties (for example, psychologists, nurses, dentists, and other public sector staff) should have been checked by their employing organisation. Pownall Hall School does not need to see their disclosure as appropriate checks should have been carried out, and should be confirmed in writing to the school by the organisation. Pownall Hall School will however check identity when an individual arrives to ensure imposters do not gain access to children.

Check identity with employer if necessary	

1:1 Tuition

At Pownall Hall School we ensure all pupils remain safe while having 1:1 Tuition by:

Making sure the tutor has an enhanced DBS certificate with barred list information	
Obtain references and recommendations for the tutor	
Carry out an informal interview with the person	
Checking with the school community for any concerns	
Tutor to sign in and out of school and use the rooms provided	
Tutor to pick up the pupil from class and tell the class teacher where the lesson will be carried out	

Print name:	
Sign:	

Pownall Hall School Learning Journey Policy

Aims
Pownall Hall School ensures that all children attending the setting have a personal Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us.

It will also show children's developmental progress through the different age bands of the EYFS.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development

Procedures

- Each child will have a Key Person allocated to them who will be responsible for the compilation of that child's Learning Journey.
- Pownall Hall School uses an online Learning Journey system (Tapestry), allowing staff and parents to access the information from any computer via a personal, password-protected login.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material.
- Observations input into the Tapestry system are moderated by a senior member of staff before being added to the child's Learning Journey.
- Parents logging into the system are only able to see their own child's Learning Journey.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey.
- The Learning Journey is started once the child has started Nursery. During the first term, entries will be made more frequently as staff get to know the children.
- New observational entries to a child's Learning Journey will usually be uploaded within two weeks of the observation being made.
- We will try wherever possible to allocate "Tapestry time" per week to each member of staff to enable them to upload observations.
- Tapestry is not used as a general communication tool between Nursery and home. A child's learning journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- Parents may contact us through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Security

- The Tapestry on-line Learning journey system is hosted on secure dedicated servers based in the UK.
- Access to information stored on Tapestry can only be gained by unique user id and password.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journeys.
- All staff have DBS clearance.
- All staff have attended Safeguarding Training.
- Passwords are not to be saved to any device.
- Children will only use a school registered device to record images for the learning journal

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

Designated Safeguarding Lead(s):

Mr D.J. Goulbourn
Mrs L. Edwards
Miss L. Birchall
Miss K. Lowther
Mrs B. Spence

Link Governor:

Miss L. Kaur

Concern put in writing on a Safeguarding concern form

↓

Hand concern form to: Designated Safeguarding Lead

↓

Designated Safeguarding Lead reviews concern form and makes a decision about next steps

---

The local authority Designated Officer for concerns about adults is:

Live Well - Cheshire East

Contact details:

0300 123 5010

Decision made to monitor the concern.

Decision made to discuss the concern informally with the parents/carers

Decision made to refer the concern to social care

Monitor ↓   **Discuss** ↓   **Refer** ↓

Class teacher asked to monitor child and feedback to the Designated Safeguarding Lead within an agreed timescale

← **Monitor**

Once discussed with parents Designated Safeguarding Lead decides to discuss further with parents, monitor or refer to social care

Refer →

Designated Safeguarding Lead discusses decision with a senior teacher or the head and agree to refer to social care

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In exceptional circumstances, anyone may report concerns directly to children's social care.

NSPCC Whistleblowing Helpline 0800 028 0285

Record

Designated Safeguarding Lead keeps concern form in secure, confidential safeguarding file.

Contact Details
Social Care Referrals:
ChECS - 0300 123 5012
Social Care : 0300 123 5010
Prevent/Channel Referrals:
SCiES: 0300 123 5012
LADO Service: 01606 288934