

**Greek Primary School of London
Policies and Procedures**

Safeguarding Policy – Review November 2018

The Greek Primary School has regard to the following DfE guidance:

- **Keeping Children Safe in Education (September 2018) (KCSIE)** with effect from 3rd of September, 2018
- **KCSIE** also refers to the non-statutory advice for practitioners: **What to do if you are worried a child is being abused (March 2015)**
- **Working Together to Safeguard Children (March 2015) (WT)**
- WT refers to the non-statutory advice: Information Sharing (March 2015)
- **Prevent Duty Guidance: For England and Wales (March 2015) in addition to**
 - ❖ **The Prevent Duty: Departmental advice for schools and childminders (June 2015) and**
 - ❖ **The use of social media for on line radicalisation (July 2015)**
- **Statutory Framework for the Early Years Foundation Stage (April 2017)**

It is the responsibility of CfBT, the Greek School Proprietor (**as per paragraph 34 of KCSIE**) to ensure there is an effective safeguarding/child protection policy in place and that the arrangements described in the policy are implemented fully in practice. Furthermore it is bound by the regulations with regard to broader safeguarding duties such as:

- Making reports to the Disclosure and Barring Service (DBS) and
- Pre-appointment checks on volunteers, staff of contractors, and other individuals that are not school staff or supply staff as required by the requirements set out in KCSIE

SAFEGUARDING POLICY CONTENT:

The Greek School's policy covers the following areas:

- Policy and procedures for dealing with concerns about a child, in accordance with Ealing's agreed inter-agency procedures.
- Arrangements for handling allegations of abuse against members of staff, volunteers and the Head teacher
- The staff code of conduct/behaviour policy
- CfBT's whistleblowing procedures
- Recruitment procedures
- Management of safeguarding including the appointment of the Designated Safeguarding Lead (DSL)
- The training of the DSL, new and old staff and the Head teacher
- Arrangements for reviewing the child protection policies and procedures annually
- The arrangements to fulfil other safeguarding and welfare responsibilities

At the Greek School our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of every child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Safer children make more successful learners.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm and make a referral.
- Policies and their implementation will be monitored and reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review by CfBT, the proprietors

The protection of children is the concern of everyone in a position to help. Primary responsibility for the care and protection of children rests with their parents, but a range of services is available to help them with the task. Relatives, friends and neighbours may directly encourage families to seek help or alert statutory authorities to children about whom they are concerned.

- The safety and protection of children is of paramount importance to all those involved in Education.
- Children can develop a special and close relationship with school staff and view them as significant and trustworthy.
- It is not surprising, therefore, that children, if they have been abused, may confide or disclose to a teacher or other member of staff.
- School staff are also in a unique position to notice any change in demeanour or circumstance. There is the opportunity to notice injuries, marks or bruises when children are doing P.E. or games which might indicate a child has been abused.

At the Greek School we believe that the safety and protection of all pupils is of paramount importance and that all staff will adhere to our Safeguarding Policy and the child protection procedures.

We will work with each child, their family and other agencies to protect in all cases the child.

CONCERNS ABOUT A CHILD

At the Greek School we recognise our moral and statutory responsibility to safeguard and promote the welfare of pupils.

“Safeguarding is everybody’s responsibility”

We aim to:

- Provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

At the Greek School, we believe that all staff share the responsibility for promoting the welfare and protection of children and that we all have a duty to safeguard them from significant harm, which also includes concerns about children who may be at risk of being drawn into terrorism. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive affective support, protection and justice.

At the Greek School, we believe that all staff adhere a shared responsibility in being aware of the process of making a referral and every member of the staff may communicate any concerns to the Designated Safeguarding Lead (DSL). If the DSL is not available, then the referral should not wait but be followed up by those who are. The procedures contained in this policy apply to all staff and adults and are consistent with those of our local safeguarding board.

The Greek School has reviewed its child protection policy to ensure that it includes reference to the KCSIE (Sept. 2018)

The Local Safeguarding Children Board (LSCB) which sets the local procedures is **Ealing Safeguarding Children Board** <https://www.ealing.gov.uk/info/201023/children> and families' social care/169/child protection and safeguarding.

Office Address:

Ealing Council, Perceval House, 14/16 Uxbridge Road, Ealing W5 2HL

Children Services Social Care (Children's Advice and Duty Services CADS)

Ealing Council, Perceval House, 14/16 Uxbridge Road, Ealing W5 2HL

Local Authority Designated Officer (LADO)

Local Authority Designated Officer (LADO)

The LADO for Ealing is:

Kogie Perumall

Ealing LADO support (Mondays, Thursdays and Fridays) is:

Sherwyn Sicat, child protection adviser (CPA)

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

020 8825 8930

Preventing Extremism in Schools and Children's Services

counter.extremism@education.gsi.gov.uk

Telephone 020 7340 7264

Department for Education (DfE) – 020 7340 7264

Counter-extremism@education.gsi.gov.uk

KEY GREEK SCHOOL CONTACT DETAILS

Greek Embassy, Education Department

Mr Kosyvas, Educational Counsellor

020 72210 093

✓ **Headteacher: Ms Barbara Masourou (Designated Safeguarding Leader)**

School: 0208 9926 156

✓ **Preschool Headteacher: Ms Anastasia Misirli (Designated Safeguarding Leader)**

Preschool: 020 8963 581

✓ **Designated Staff for Safeguarding:** Headteacher Ms Barbara Masourou,
Preschool Senior Leader Ms Anastasia Misirli

✓ **Current Trained Staff:**

1. Ms Xanthippi Petrili
2. Mrs Stella Koupadi
3. Mrs Christina Vasileiou
4. Ms Marina Antoniou
5. Mrs Marilena Mavroviti
6. Ms Maria Lalioti
7. Mrs Despoina Kyriakidou
8. Mrs marilita Papastathi
9. Mrs Vickey Skarmea
10. Mrs Ivi Papadopoulou
11. Ms Elisa Vounotrypidou
12. Mr George Trachanatzis
13. Natalia Kartali

However, if you are seriously concerned about a child's immediate safety, always dial **999**.

The following links provide information about safeguarding:

- www.childline.org.uk – Childline is free helpline for children and young people in the UK. Children and young people can call 0800 1111 to talk about any problem
- www.dcsf.gov.uk – Department for children, Schools and Families
- www.nspcc.org.uk –The NSPCC (National Society for the Prevention of Cruelty to Children) is the UK's leading charity specialising in child protection and the prevention of cruelty to children.
- www.barnados.org.uk - Helps the most vulnerable children and young people transform their lives and fulfil their potential.

GUIDANCE FOR STAFF/PARENTS/ADULTS

1. What do you do if you are concerned about a child:

Making a Referral

Whilst the responsibility for making a referral rests with the DSL, care is taken not to impose high thresholds for such referrals. The Greek School recognises the fact that safeguarding is a responsibility that is shared by everyone and so to that end if the DSL is not available **any member of the staff** can make a referral, if necessary. It is important that children receive the right help at the right time in order to address risks and prevent issues escalating. **Either the Head Teacher, the Designated Teacher for Safeguarding or any member of the staff must refer in the first 24 hours to the Local Authorities.** It is incumbent upon every member of staff at the Greek School to recognise and act upon early signs of abuse and neglect. Clear records must be kept and the child's views must be listened to. Staff involved should reassess concerns when situations do not improve and share information quickly and challenge inaction.

DEFINITION OF ABUSE TYPES OF CHILD ABUSE AND RECOGNISING THEIR SYMPTOMS

Child abuse can be categorised into the next distinct types:

1. **Domestic Abuse (Physical, Sexual or Emotional Abuse)**
2. **Physical Neglect**
3. **Grave Concern/ at risk – this is not a distinct category but is dealt with separately. A child can be at risk from any combination of the four categories.**
4. **Child criminal exploitation**
5. **Other types of child abuse**
 - a. Homelessness
 - b. Child Sexual Exploitation
 - c. The so-called “honour based violence”
 - d. Not keeping children safe online

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken by consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes. Each of the five categories will now be explored in more detail.

1. Domestic Abuse (Physical, Sexual, Emotional)

a. Physical Abuse

This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Typical signs of Physical Abuse are:

Bruises and abrasions – especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.

Slap marks – these may be visible on cheeks or buttocks.

Twin bruises on either side of the mouth or cheeks – can be caused by pinching or grabbing, sometimes to make a child eat or stop a child from speaking.

Bruising on both sides of the ear – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.

Grip marks on arms or trunk – found in babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child i.e. brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.

Black eyes – are most commonly caused by an object such as a fist coming into contact with the eye socket. It is important to note that a heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.

Damage to the mouth – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.

Bite marks

Fractures – in children less than two years

Poisoning and other misuse of drugs – e.g. overdose of sedatives.

Burns and/or scalds – a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as “dipping scalds” are always cause of concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot

cup of tea. In contrast a child who has been deliberately “dipped” in a hot bath will not have splash marks.

Missing Child – should a child go missing or run away with no rational explanation given by the parent/carer, then this could be deemed as a sign of abuse which is worthy of further investigation.

b. Sexual Abuse:

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Typical signs of Sexual Abuse are:

- A detailed sexual knowledge inappropriate to the age of the child.
- Behaviour that is excessively affectionate or sexual towards other children or adults.
- Attempts to inform by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- A fear of medical examinations
- A fear of being alone – this applies to friends/family/neighbours/baby-sitters, etc.
- A sudden loss of appetite, compulsive eating, anorexia nervosa, or bulimia nervosa.
- Excessive masturbation is especially worrying when it takes place in public.
- Promiscuity
- Unusually explicit or detailed sex play in young children
- Sexual approaches or assaults – on other children or adults
- Pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- Bruising to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- Discomfort or pain particularly in the genital or anal areas.
- The drawing of pornographic or sexually explicit images.

Other forms of Sexual Abuse include:

- **Child Sexual Exploitation**, where a child may be forced to participate in activities for the gratification of others.
- **FGM (Female Genital Mutilation)** should also be considered a form of sexual abuse in girls. In such cases staff are required to make a mandatory

referral to the police, and to actively consider discussing the case with the DSL and/or Children's Social Care as appropriate. If a member of staff believes a child is at risk of FGM, concerns must be reported to the Designated safeguarding Lead straight away, so it can be followed up immediately.

c. Emotional Abuse:

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment – this category should be used where it is the main or sole form of abuse. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only as far as they meet the needs of another person.

Domestic Violence

Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress. Prolonged and/or serious domestic abuse can have a serious impact on a child's development and emotional well-being.

2. Physical Neglect

The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) that results in serious impairment of a child's health or development, including non organic failure to thrive. Persistent stomach aches, feeling unwell, and apparent anorexia can be associated with Physical neglect.

However, typical signs of Physical neglect are:

Underweight – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example when in hospital or a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.

Inadequately clad – a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Physical Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedures in the case of neglect where the child's development is being adversely affected.

3. Grave Concern/ at risk

This is not a separate category of child abuse as such but covers a number of situations where a child may be at risk. Children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress (see above) and any of the following circumstances apply:

- There is a known child abuser in the family;
- Another child in the family is known to have been abused;
- The parents are involved with pornographic material to an unusual degree;
- There is an adult in the family with a history of violent behaviour.

(ii) Domestic Violence

Children’s exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress. Prolonged and/or serious domestic abuse can have a serious impact on a child’s development and emotional well-being.

(iii) Hidden Harm

This may be the result of alcohol and/or substance misuse by the parent/carer. The Greek School recognises that some children may be at risk because of the effects of substance and/or alcohol misuse by their parents. They may feel anxious for their parents’ well-being which may impact negatively on their own well-being. Although we acknowledge the resilience of children staff still have a responsibility to alert the DSL to their fears for children suffering hidden harm.

(iv) At risk of radicalisation:

For those children who are deemed to be at risk of radicalisation be it sexual or political, then The Greek School will consider the level of risk in order to identify the most appropriate referral. Such referrals could therefore include Channel and/or Children’s Social Care. Normally, decisions to seek support for a child at risk of radicalisation are taken in conjunction with parents, but the Greek School recognises its responsibility to make a referral without consent should the circumstances dictate such a course of action.

The Symptoms of Stress and Distress:

When a child is suffering from any one or more of the five “categories of abuse”, or if that child is “at risk”, he/she will nearly always suffer from or display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

- A lack of concentration and a fall-off in school performance;
- Aggressive or hostile behaviour;
- Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- Difficulties in relationships with peers;
- Regression to more immature forms of behaviour;
- Self-harming or suicidal behaviour;
- Low self-esteem
- Weariness, insecurity, running away or truancy – children who persistently run away from home maybe escaping from sexual/physical abuse;
- Disturbed sleep;
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- A sudden change in school performance.

Care MUST be taken in every case, that each child receives the appropriate type of care and in a timely fashion. This may vary from situation to situation but staff/adults must consult with DDSL or the DSL in all situations, apart from those in which the behaviour of the DDSL or the DSL is in question. On occasions processes such as “Common Assessment framework” (CAF) and/or “Team Around the Child” (TAC) will operate, necessitating consultation with parents and outside agencies. Parental permission should be sought in some instances but parental consent should NEVER prevent a referral from being made, if the circumstances warrant such a referral.

Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concern are:

- Implausible explanations of injuries;
- Unwillingness to seek appropriate medical treatment for injuries;
- Injured child kept away from school until injuries have healed without adequate reason;
- A high level of expressed hostility to the child;
- Grossly unrealistic assumptions about child development;
- General dislike of child like behaviour;
- Inappropriate labelling of child’s behaviour as bad or naughty;
- Leaving children unsupervised when they are too young to be left unattended.

RAISING A CONCERN

The Greek School prides itself on being an environment in which all staff feel it is their individual and collective responsibility and duty to raise a concern. All staff are supported in their safeguarding role, and should exercise the right to make a referral to an external agency as outlined in the KCSIE guidance.

The Greek School ensure that there is adequate risk assessment in place if any reports of sexual violence or sexual harassment are made and there is a clear procedure to follow for supporting victims and those accused.

ACTIONS TO TAKE ON RECEIVING A DISCLOSURE

Immediate Response to the Child

Child abuse is devastating for the child and can result in distress and anxiety for staff who become involved. In such circumstances, staff should discuss their feeling with the DSL. It is vital that our actions do not abuse the child further or prejudice further enquiries, for example:

- Listen to the pupil and be supportive even if you are shocked by what is being said try not to show it but do allow the pupil to speak freely and lead the discussion
- Never stop a pupil who is freely recalling significant events and do not press for details by asking questions, e.g. “what did they do next?”
- Remember NOT to appear judgemental in any way and do not admonish the pupil for not disclosing earlier. Saying “I do wish you had told me about this when it started” or “I can’t believe what I am hearing” may be your way of being supportive but the pupil may interpret it that they have done something wrong
- It is OK to observe bruises but not to ask a child to remove or adjust their clothing to observe them.
- If a disclosure is made the pace should be dictated by the pupil without being pressed for detail by being asked leading questions such as “what did they do next?” or “where did they touch you?” **Our role is to listen not investigate.** Use open questions such as “is there anything else you want to tell me?”
- Do acknowledge how hard it was for them to tell you this, remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you
- Do not criticise the perpetrator; this may be someone they love.
- **Do not promise confidentiality** but do reassure the pupil that they have done the right thing and explain to whom you will have to tell and why. It is important that you do not make promises that you cannot keep such as “I’ll stay with you all the time” or “It will be all right now”
- Accept what the pupil says without challenge – reassure them that they are safe, that they are doing the right thing and that you recognise how hard it is for them.
- Take all suspicions and disclosure seriously.

Recording Information

- Make some brief notes at the time or immediately afterwards, record the date, time, place and context of the disclosure or concern, recording facts and not assumptions and interpretation. Notes must be signed and dated.
- Observed injuries and bruises are to be recorded on the body map.
- Note the non-verbal behaviour and the key words in the language used by the pupil.
- It is important to keep your original notes and pass them to the designated person. If the DSL person is not available, make a referral **immediately**

CONFIDENTIALITY

Staff have the professional responsibility to share relevant information about the protection of children with other professionals particularly investigating agencies. If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the child sensitively that he/she has a responsibility to refer for the child's own sake. Within that context, the child should, however be assured that the matter will be disclosed only to the people who need to know about it.

Personal information about all pupils and their families is regarded by those who work in this school as confidential. All staff will aim to maintain this confidentiality and all records relating to child protection incidents will be maintained by the designated teacher and only shared as is consistent with the protection of children.

SUPPORT

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. School maybe the only stable, secure and predictable element in the lives of children at risk.

ARRANGEMENTS FOR DEALING WITH ABUSE OF CHILDREN BY ONE OR MORE OTHER CHILDREN

Abuse is not just committed by adults; it is possible although less likely, for children or young people to pose a threat to other pupils, either physically or sexually. Staff who have cause for concern about any child being abused or bullied by another pupil should report the concern to the DSL.

Any pupil whose behaviour poses a threat to other pupils in terms of being likely to cause "significant harm" to other pupils should be referred to social services in accordance with Ealing's Children's Safeguarding Board procedures. Our school will continue to use the multi-disciplinary assessment of the individual pupil's needs, in accordance with the CfBT Child Protection Procedures. The pupil's behaviour will also be considered under the Anti-Bullying Policy and the Behaviour and Discipline Policy.

Should there be reasonable cause to suspect that a pupil is suffering, or likely to suffer significant harm, by another pupil or pupils, then any such abuse will be referred to local agencies. It would be an expectation that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being "at risk".

ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (KCSIE/Part 4)

Local Authority Designated Officer (LADO)

The purpose of the LADO is to deal with allegations of abuse against teachers and other staff. The Greek School recognises that the school is an **agent of referral and not of investigation**: no action will be taken knowingly which might undermine a criminal investigation. In case of doubt about an allegation or suspicion of abuse, a Local Authority Designated Officer (LADO) will be consulted (even on a no-names basis). Care is taken to eradicate any unnecessary delays. The Greek School will not undertake its own investigation unless prior LA permission from the LADO has been granted. In borderline cases, discussions with the LADO(s) will be held informally and without naming The Greek School or the individual.

For clarity, all allegations are to be reported straight away, normally to the DSL who will keep the Head teacher informed at every turn. The LADO should be informed **within one working day by the Head teacher or the Designated Teacher** of all allegations that come to the Greek School's attention or that are made directly to the Police.

Preventative Action:

- Raising and effective induction procedures
- Effective supervision of all staff
- Supportive culture within the school.

Guidance:

- Be aware that malicious allegations can be made
- All allegations must be reported immediately
- Allegations are usually reported to the Head/ SLT member
- If the Head is subject to allegations, reports should be made to the Educational Counsellor and/or CfBT safeguarding Officers who will consult with the LADO.
- Staff should be aware of the LADO's contact details
- Any member of staff who believes with reasonable cause that allegations about staff are not being referred to the LADO or handled appropriately may refer the matter directly to the LADO.
- Under no circumstances will we send a child home, pending such an investigation, unless the advice is given exceptionally, as a result of a consultation with the LADO.
- 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.

Key Players:

- | | | |
|--------------------|-----------------|---|
| • LADO | responsible for | child's safety |
| • Police | responsible for | criminal offense |
| • The Greek School | responsible for | staff, child, reputation
management etc. |

ALLEGATIONS AGAINST STAFF:

Initial discussion with the LADO:

Immediate contact should be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a cause of action including any involvement of the Police. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. The Greek school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. Due weight will be given to the views of the LADO and to the policy when making a decision about suspension.

Furthermore, our school acknowledges its responsibility for confidentiality and to guard against unwanted publicity in the situation where an allegation has been made against a member of staff, right up to the point where the accused person is charged with an offence, or the DfE/National College for Teaching and Leadership (NCTL) publish information about an investigation or decision in a disciplinary case.

Telling the staff member:

This is a collaborative act with the LADO and/or the Police, who will advise taking into consideration the likelihood of destruction of evidence and/or intimidation of the witness. A letter is sent to the staff member, which outlines what will happen next.

Suspension:

Suspension is NOT the default position. The Greek School will decide on guidance from other agencies as to whether other duties or supervision are more appropriate in the circumstances.

Strategy Discussion:

This multi-agency discussion is only convened if there is likely to be significant harm suffered. The Greek School will be invited to attend and the LADO will lead. There may or may not be Police involvement.

Investigation:

The LADO will carry this out but The Greek School will decide the outcome when this is completed.

Should an allegation be made against the Headteacher of the school, staff should contact either CfBT or the Chair of Governors directly. Furthermore, in the absence of the Headteacher, the DSL should contact the Educational Counsellor and the Safeguarding Advisor of CfBT

**Director of CfBT Schools Trust (CST), CfBT
CfBT corporate Safeguarding Advisor
Educational Counsellor**

ALLEGATION OUTCOME:

There are 5 possible outcomes:

1. **Substantiated**: sufficient evidence to prove the allegation
2. **False**: sufficient evidence to disprove the allegation
3. **Malicious**: Clear evidence to prove a deliberate act to deceive and the allegation is entirely false
4. **Unfounded**: no evidence/basis to support the allegation
5. **Unsubstantiated**: NOT the same as a false allegation; insufficient evidence to prove/disprove the allegation; unsubstantiated does NOT imply innocence or guilt.

The Greek School is committed to report promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. Ceasing to use a person's services includes:

- Dismissal;
- Non-renewal of a fixed-term contract;
- No longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee;
- No longer using staff employed by contractors;
- No longer using volunteers;
- Resignation;
- Voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

The Greek School acknowledges that compromise agreements cannot prevent a referral being made to the DBS when it is legally required nor can an individual's refusal CfBT recognises its legal duty to respond to requests from the DBS for information they hold already, and to co-operate with any investigation.

The Greek School understands fully its duty to consider making a referral to the NCTL where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate.

The reasons such an order would be considered are:

- Unacceptable professional conduct
- Conduct that may bring the profession into disrepute
- Conviction, at any time, for a relevant offence.

The Greek School bases any such decision upon the advice found in **Teacher misconduct: the prohibition of teachers (July 2014) and on the NCTL website**

STAFF CODE OF CONDUCT

The staff code of conduct incorporates the guidance contained in the KCSIE 2018 and includes guidance on:

- Staff/pupil relationships
- Communications including the use of social media

Staff are made aware that it is an offence for a person aged 18 and over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

Our school policy declares a clear rejection of behaviour that has perhaps been tolerated in the past and considered to be “banned”.

The Staff code of conduct gives clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil, and includes guidance on changing arrangements, one-to-one tuition, music, performing arts or sports coaching, conveying a pupils by car and engaging in inappropriate electronic communication with a pupil.

School keeps **more than one contact numbers** to use if child does not attend school.

Staff are strongly encouraged to ensure the following, in order to protect themselves against possible allegations, especially in situations which require a one to one involvement with a child, such as PE sessions and/or peripatetic lessons:

- If you engage in 1 to 1 tuition time with a child, leave the door ajar, and inform the office of your location and time.
- Male members of staff should be accompanied by a female member of staff in circumstances when children are changing.
- Staff are NOT permitted to convey pupils by car under any circumstances.
- Staff MUST NEVER photograph children using personal equipment.
- Year 6 children are expected to hand in their mobile phones to the office at the beginning of the day and are strongly discouraged from using photographic equipment of that nature in school.
- Do not allow unknown adults unsupervised access to children.
- Physical contact should be kept to a minimum and only used when there is a genuine reason in relation to the activity or event, e.g. Fist Aid/PE etc.
- Staff should choose their words and language carefully so they cannot be misconstrued or misinterpreted. Staff should avoid belittling or making jokes at the expense of children.
- All staff are subject to the requirements in the CfBT Whistleblowing Policy and the requirements as laid down in safeguarding training, which all staff MUST undertake on a regular 3 yearly interval at The Greek School.
- School has adequate risk assessment in place if any reports of sexual violence or harassment are made and has the clear procedures to follow for supporting victims and those accused.

Staff must ensure that their behaviour and actions do not place pupils or staff at risk of harm or allegations of harm to a pupil.

Staff should not engage in any of the following:

- Over familiar pupil/teacher relationship
- Sexual touching
- Causing or inciting a pupil to engage in a sexual activity
- Engaging in sexual activity in front of a pupil
- For the gratification of an adult, causing a pupil to watch a sex act

Staff must be aware of the following:

RISKS WITH SOCIAL MEDIA CONTACT

Social Networking Sites: (Facebook; Twitter; LinkedIn etc)

- Do NOT talk about The Greek School / work
- Take care about your profile picture
- Do not bring The Greek School/ CfBT into disrepute
- BAN any teacher-pupil contact
- No friending of pupils
- No sharing of photos with pupils
- Be careful about your privacy settings
- Be careful about all posts, blogs and comments on line

Mobile 'Phone Contact:

- Have NO telephone contact at all with pupils
- Adhere to the Mobile Phone Policy at all times
- NEVER use your mobile to photograph pupils at any time: plays, concerts or sporting events

E-mail Contact and Instant Messaging:

- Never e-mail a pupil using a private e-mail address: use only school e-mail address and follow The Greek School code of conduct for digital media
- Never contact a pupil using social media

WHISTLEBLOWING PROCEDURES

The Greek School has clear whistle blowing procedures and such procedures are referenced in the Whistleblowing CfBT, and all staff must adhere to this policy. In short:

- ❖ The Greek School has a culture of safety and of raising concerns
- ❖ We value our staff and we are proud for our reflective practice.
- ❖ Provision is made for mediation and dispute resolution for all members of our community.
- ❖ Support is available for staff and pupils alike.

STAFF RESPONSIBILITIES

If staff contribute to internet or access social networking sites such as Facebook, they should neither mention The Greek School nor make any reference to the school. Staff are also advised not to communicate with parents or pupils via social networking sites, as they may inadvertently place themselves in compromising situations, which may cause themselves embarrassment or bring the school's name into disrepute.

If you have a concern about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. Staff must raise concerns or allegations in confidence, knowing that a sensitive enquire will take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher, in good faith with immunity from retribution or disciplinary action.

Disclosures made by children

Staff must follow the procedures outlined in this document, for listening to and dealing with disclosures. Staff are trained to report if they have any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or:

- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Social Services Referral:

Staff must be aware that referrals to Ealing are to be made in writing or in a written confirmation of a phone call, within 24 hours, using the appropriate forms (see Appendix 1)

COMPLAINTS PROCEDURE

Our complaints procedure will be followed as outlined in our Complaints Policy where a pupil or parent raises concern about poor practices towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way.

All parents are asked to sign an internet contract when their child joins The Greek School. All computer equipment and internet access within our school is subject to appropriate controls and internet safety rules. Use of any ICT equipment is closely supervised, and we expect this level of supervision to be applied in the home. All safety controls within school are in place from 8.00 am until the close of the extended afternoon school, 5.00 pm.

Technology offers fantastic opportunities for children. However, it can be misused, and this can be very painful for those, both children and teachers, who are the targets of cyber bullying. The Greek School staff need to help the children and young people prepare for the hazards whilst promoting the many learning and social opportunities available.

Cyberbullying is the unacceptable face of new technology, and we need concerted action across society to address it.

(Kevin Brennan, Parliamentary Secretary of State for Children, Young People and families)

EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Where extended school activities are provided by and managed by school, our own child protection policy and procedures apply. If another organisation provides services or activities on our school site, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, we will check that effective child protection arrangements are in place. Staff should follow the reporting procedures outlined in this policy.

SAFER RECRUITMENT

All teachers are seconded from the Greek Ministry of Education and everyone has a DBS certificate from Greece.

In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check in the U.K. to ensure that they are not prohibited from teaching.

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

The Greek School takes seriously its responsibility under the prevent guidance to ensure that any visitors or outside speakers are suitable and appropriately supervised. Wherever possible, a DBS check is required and in any event, the speaker is never allowed unsupervised contact with children.

There is no place for extremist views of any kind in our school, whether from internal sources - children, staff or external sources – school community, external agencies or individuals. Our children see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our children. Please see *Preventing Extremism and Radicalisation Policy*.

TRAINING

The Greek School is mindful of its training responsibilities and carries out such duties as follows:

- To ensure all staff have read and notified that they have read Part One of KCSIE. This applies not only to new staff but also to those already in post in September 2018.
- The DSL along with other designated safeguarding officers receive updated child protection training at least **every two years** through Ealing.
- All staff are trained in child protection **annually**.
- From September 2018, safeguarding training will also include aspects of the Prevent Strategy and Channel guidance.

All staff including temporary staff and volunteers, are provided with induction training that includes:

- The school's child protection policy;
- The staff code of conduct/behaviour policy including the whistleblowing procedure;
- The identity of the designated person
- A copy of Part One of KCSIE

EYFS TRAINING REQUIREMENTS:

In accordance with the Statutory Framework for the EYFS (Sept 2018), The Greek Preschool undertakes to train its staff to understand its Safeguarding policy and procedures and ensures that all staff members have up to date knowledge of safeguarding issues. Training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way. These signs may include:

- Significant changes in children's behaviour
- Deterioration in children's general well-being
- Unexplained bruising, marks or signs of possible abuse or neglect
- Children's comments which give cause for concern
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home and/or
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

The Greek School ensures that in accordance with the changes in Part One of KCSIE, September 2018, all staff with concerns about a child are advised to speak first to the DSL rather than taking their concerns direct to children's social care. However, in exceptional circumstances, staff are advised to report directly to Ealing children's Social Care. The Greek School makes available for staff copies of **"What to do if you are worried a child is being abused" (2015)**.

The following procedures are also part of the child protection process and training at The Greek School:

- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns first verbally, and then in writing, to the designated senior person responsible for child safeguarding, without delay. Staff are made aware that they may also make a referral without first alerting a DDSL or the DSL.
- Follow-up unexplained absences of any child with a telephone call from the school office on the morning of the first day of absence.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child safeguarding register.
- Notify the Local Authority when a child moves to a new school at any point during his/her time at the Greek School.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child safeguarding matters including attendance at case conferences.
- Keep written records of concerns about children even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Records of concern will be copied and sent on to receiving schools by register post, addressed to the designated child safeguarding officer.

- Develop and then follow procedures where an allegation is made against a member of staff or helper.
- Ensure safe recruitment practices are always followed and that staff involved in recruitment are supported with appropriate training.

All staff including part time staff are expected to attend safeguarding training as outlined above. Arrangements are made to ensure that staff who are absent are kept up to date with their training by other means.

The Greek School is committed to involvement with Prevent training. Such training as delivered by Ealing will give staff the knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children for further help.

ARRANGEMENTS FOR REVIWEING POLICIES AND PROCEDURES

CfBT, the Greek School proprietors, are responsible for the annual Safeguarding audit which is normally conducted in the Autumn Term. This includes the following:

- A review of the school's child protection policies
- An update and review of the effectiveness of procedures and their implementation

The Greek School acknowledges that the annual audit is conducted by CfBT alongside the DSL as stated in KCSIE. It is the Greek School's responsibility to demonstrate that the school contributes to interagency working, through effective communication and good co-operation with local agencies. The Greek School understands that a record of such engagement will need to form part of that review, for example:

- Minutes of meetings
- Training records
- Safeguarding Audit
- Referral information in respect of requests for help and support for individual children
- Information presented to governors to support the review
- Issues and themes which may have emerged in the school and how these have been handled

The Greek School recognises that should there have been a substantiated allegation against a member of staff, it should work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

THE GREEK SCHOOL ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

TEACHING CHILDREN HOW TO KEEP SAFE

It is CfBT's responsibility to ensure that the Greek School has actively considered how children may be taught about safeguarding, including online, through the curriculum and PSHE. Particular attention should be paid to school practices to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and the internet. Where possible, these practices should be age appropriate and delivered through a planned component of the curriculum. Children should understand the risks posed by adults or young people, who use the internet and social media to bully, groom or abuse other people, especially children, young people and vulnerable adults.

The latest resources promoted by the DfE can be found at:

- The UK safer Internet Centre (www.safeinternet.org.uk)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)
- The Use of Social Media in Radicalisation
(<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>)

EARLY YEARS AND LATER YEARS CHILD CARE – Disqualification under the Childcare Act 2006 (June 2016)

The Greek School is keenly aware of its statutory duty to ensure that our policy and Practices have due regard to the above legislation and guidance. The Greek School will not knowingly employ people to work at the school or allow them to be directly concerned with the management of the school, if they or others who live or work in their households as "disqualified".

The Greek School prides itself on its culture of open and effective communication between staff and pupils, and on its enviable pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgements and decisions. Time is allocated in class time for discussion of personal safety, and in developing in pupils the confidence which they require to recognise abuse and to stay safe.

At the Greek School we are committed to ensure our policy aims are actually put into practice:

- I. The skills will be delivered through the curriculum
- II. We try to create an environment and ethos in which children feel secure, valued and encouraged to talk and are listened to.
- III. We provide suitable support and guidance so that children have a range of appropriate adults whom they feel confident to approach if they are in difficulties.
- IV. We use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- V. Staff treat the children with respect and all children are expected to treat each other and staff with respect.

- VI. We look carefully at the role models the School offers pupils through staffing, materials used, selection of curriculum content and other experiences.
- VII. We try to impress upon pupils the importance of rejecting violence as a means of resolving conflict.
- VIII. We regularly review and evaluate our school policies and practices of social control and behaviour modification.
- IX. We give pupils opportunities to understand and strategies for coping with stress.
- X. We give all pupils the opportunities to learn about child development and good parenting.
- XI. We include in the curriculum programmes information on personal safety.
- XII. We are aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

Children who may be particularly vulnerable

To ensure that all our pupils receive equal protection, we will give special consideration to children who are:

- Disable or have special educational needs
- Living in a domestic abuse situation
- Affected by parental substance misuse
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living in chaotic and unsupportive home situations
- Do not have English as a first language
- Children from armed services families

All pupils know that there are adults to who they can turn if they are worried, including the Head teacher and other staff.

In particular:

- All pupils may request access to a telephone in school, enabling them to call for support from a helpline The number for ChildLine (0800 11 11) is available in the school office
- We have notices in our corridors giving advice on where pupils can seek help
- Our children are made aware of the potential threats posed by online abusers. Staff ensure that children know and understand ways in which they can keep themselves safe on-line
- All pupils are encouraged to approach a member of staff with whom they feel comfortable in the first instance, and to discuss their concerns or worries and any possible allegations of abuse which they may have received from one or more pupils. The member of staff will then follow the procedures for disclosure. They **will not** promise confidentiality but will offer assurances as they will do their utmost to help the child.
- We will ensure that pupils who have been abused are supported in accordance with their agreed safeguarding plan.
- The DSL should also be contacted (unless she is the object of the allegation), since the DSL will have received higher level safeguarding training.

We also recognise the need to be alert to the risks posed by strangers or others who may wish to harm children in school or when travelling to and from school, and we will take all reasonable steps to lessen such risks.

PROMOTION OF WELFARE

The ethos of The Greek School is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults.

EQUAL TREATMENT

The Greek School is committed to equal treatment for all, regardless of an individual's gender, race, ethnicity, religion, sexual orientation or social background. We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self esteem and safety of each child.

LOOKED AFTER CHILDREN

The proprietor should also ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority **if** they have such children on roll. This would include:

- Ensuring that a designated member of staff has responsibility for their welfare and progress
- Ensuring that up to date assessment information from the relevant local authority has been received
- Ensuring that the most recent care plan and contact arrangements with parents have been received and that authority has been delegated to carers.

IMPLEMENTATION

The Greek School acknowledges its responsibility to ensure that its provision for children in need of additional support reflects the most recent DfE advice and information which dovetails with WT and the SEND Code and is aware of the guidance contained therein:

- ❖ Mental health and behaviour in schools (June 2016)
- ❖ Counselling in schools: a blueprint for the future (June 2016)

The Greek School acknowledges that prior to an inspection carried out by the ISI, inspectors will have been provided with any relevant information including anonymised DBS/NCLT referrals. The Greek School understands that it must ensure that the arrangements within the school to “listen” to children including the use of counsellors/listeners, use of helplines and other systems to gain views and insight are appropriate and age specific.

**EARLY YEARS AND LATER YEARS (UNDER 8's CHILDCARE –
Disqualification under the Childcare Act 2006 (March 2015))**

KCSIE states that The Greek School must have regard to the above-mentioned document. It concerns how people can be disqualified under the Childcare Act 2006, including by association with others, and explains the effect of the Childcare (Disqualification) regulations 2009.

The ground for disqualification include, in summary:

- On the DBS Children's Barred List
- Being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;
- Being the subject of certain other orders relating to the care of children;
- Refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering;
- Living in the same household where another person who is disqualified lives or works.

Disqualification occurs as soon as the above criteria are met, for example, as soon as caution or conviction occurs, even before the person is formally included on the children's barred list.

Therefore, the Greek School must:

- Take steps to gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified, including by association;
- Keep records of staff employed to work in or manage relevant childcare and including the date disqualification checks were completed. This is kept in the Single Centralised Register (SCR)

Staff are expected to disclose all their convictions and cautions, including those which are spent but are not expected to disclose spent convictions and cautions of those who live and work in their households. A person who is disqualified cannot lawfully do the work from which they are disqualified. If a person is found to be disqualified, including by association, or if there is doubt over that issue, then pending resolution they must be removed from the work from which they are or maybe disqualified. The Greek School understands that there is no requirement automatically to suspend or dismiss all individuals found to be disqualified.

The Greek School will inform Ofsted where we are satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Staff who are disqualified, including by association, may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.

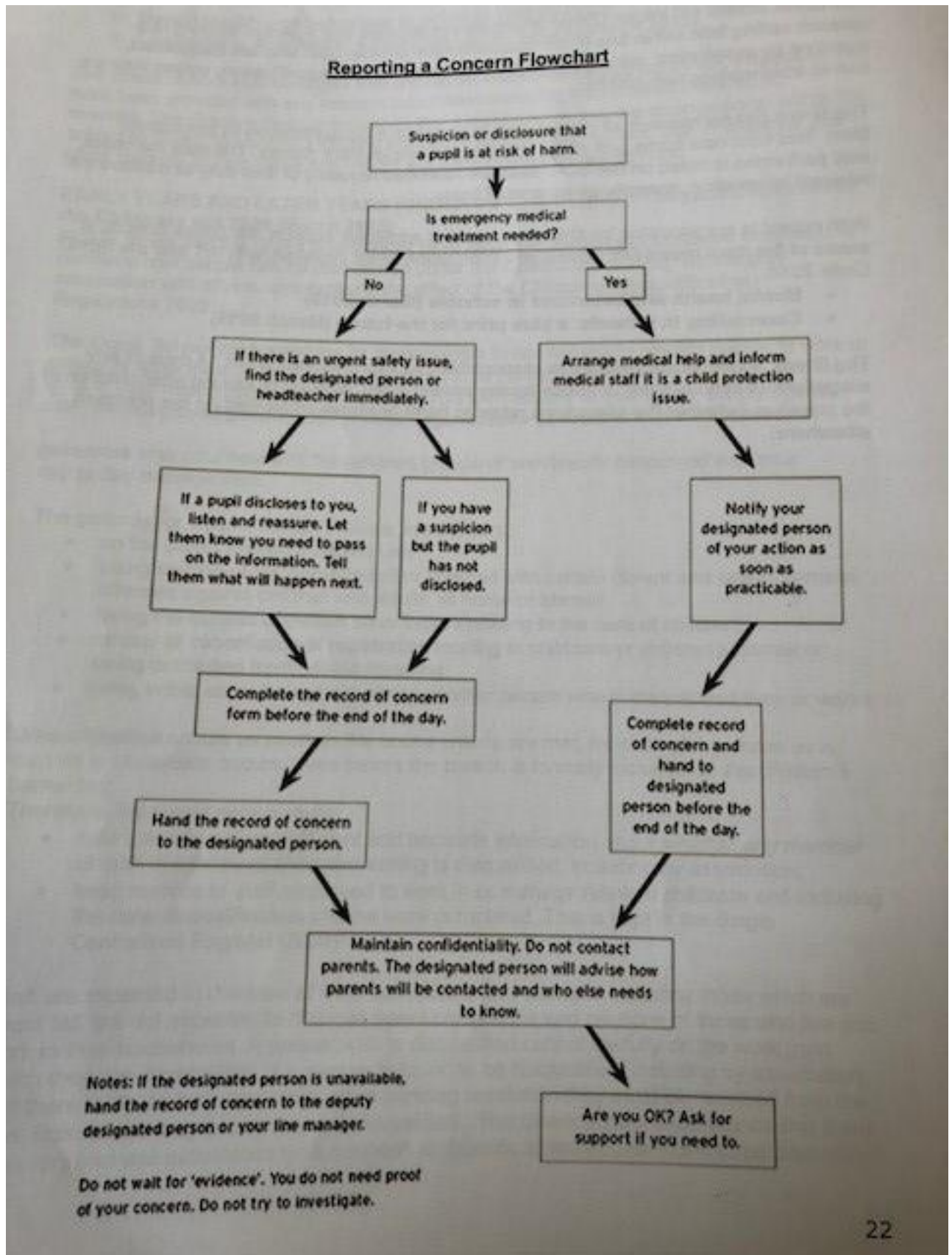
The Greek School requires all current staff to complete a disqualification by association form. This form now forms part of the school's pre-employment checks. The date the check was performed is noted on the SCR. Staff are reminded regularly of their duty to disclose the relevant information, normally on the annual basis.

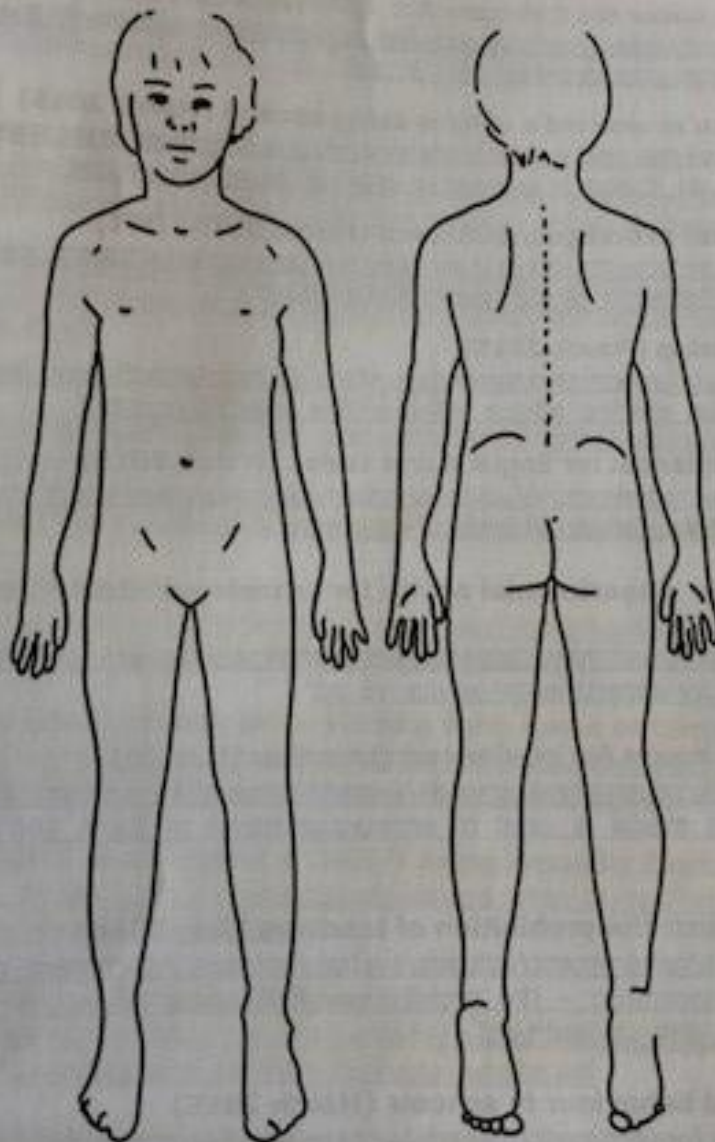
With regard to our provision for children in need of additional support, The Greek School, is aware of the most recent DfE advice and information which dovetails with WT and the SEND Code 2014.

- **Mental health and behaviour in schools (March 2015)**
- **Counselling in schools: a blue print for the future (March (2015)**

The Greek School acknowledges its responsibility to inform Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere)

Reporting a Concern Flowchart





This policy applies to all on and off site activities undertaken by the pupils whilst they are the responsibility of the school.

This policy applies to all on and off site activities undertaken by the pupils whilst they are the responsibility of the school.

The Local Safeguarding Children Board (LSCB) London Safeguarding Children Board which sets the local procedures is Ealing Safeguarding Children Board
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/escb.page?escbchannel=0>

Children services Social care (Children's Advice and Duty Services (CADS))

SAFEGUARDING LITERATURE MENTIONED IN THIS POLICY

Keeping Children Safe in Education (September 2018) (KCSIE)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Disqualification under the Childcare Act 2006 (February 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_3.pdf

What to do if you are worried a child is being abused (March 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/what_to_do_if_you_are_worried_a_child_is_being_abused.pdf

Working Together to Safeguard Children (March 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_safeguard_children.pdf

Information Sharing (March 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

Other relevant legislation

- Working together to safeguard children A guide to inter-agency working to safeguard and promote the welfare of children March 2015
- Misuse of Drugs Act 1971
- Keeping Children Safe in Education, DfE, September 2016
- Safeguarding Children and Young People from Sexual Exploitation, DfE
- Preventing and tackling bullying, DfE, 2014
- SEND Code of Conduct, DfE, January 2015
- Guidance for Safer Working Practice for Adults who Work with Children and Young People Revised
- "Safeguarding Children and Safer Recruitment in Education", DCSF Guidance February 2014

- Children missing education Statutory guidance for local authorities, DfE January 2015
- Framework for the Assessment of Children in Need and their Families
- What to do if you're worried a child is being abused Advice for practitioner, DfE, March 2015
- The Equality Act 2010
- Safeguarding children who may have been trafficked, HMG, 2011 Protecting vulnerable people from being drawn into terrorism, DfE
- Guidance on Private Fostering, DfE
- Children Act 1989
- Human Rights Act 1998
- UN Convention for Rights of the Child 1991
- Data Protection Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Education Act 2002
- Protection of Freedom Act 2012
- Counter-Terrorism and Security Act 2015.
- Female Genital Mutilation Act 2003
- Serious Crime Act 2015
- Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986.
- Local Safeguarding Children Board Procedures (LSCB).
- The Modern Slavery Act 2015
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2015

This policy was updated in November 2018.