POLICY FOR SAFEGUARDING AND PROMOTING THE WELFARE OF PUPILS

In compliance with:

- Keeping Children Safe in Education (KCSIE) (Sept 2020)
- KCSIE incorporates the additional statutory guidance - Disqualification under the Childcare Act 2006 (June 2018)
- KCSIE also refers to the non-statutory advice for Practitioners ‘What to do if you’re worried a child is being abused’ (March 2015)
  - Working together to safeguard children (September 2018, updated 2019)
  - Prevent Duty Guidance for England and Wales (July 2015)
- The Prevent Duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
  - Children Acts 1989 and 2004
  - Education Act 2002 (section 175)
  - The Serious Crime Act 2015

Revised: September 2020 – (updated in line with KCSIE 2020 and in line with guidance regarding Covid-19)

This policy applies to the Early Years Foundation Stage (EYFS), Infant and Junior School. This policy is available to parents on the school’s website and on request.

DESIGNATED SAFEGUARDING LEAD (DSL)
The school has a DSL and a Deputy DSL both of whom are members of the Senior Leadership Team and who will also take lead responsibility for safeguarding children in the EYFS setting and liaising with the Hertfordshire Safeguarding Partnership as appropriate:

DSL - Mr Stuart Cavanagh, Deputy Head (Pastoral)
Deputy DSL – Mrs Alyson Lobo, Head teacher

Mr Stephen Wilson is the Governor with responsibility for safeguarding

All three may be contacted via the school office – 01707 642424

For out of hours contact, the Designated Safeguarding Lead’s number is available to staff in the staff handbook (The roles and responsibilities of the DSL and Deputy DSL are in Appendix 2 of this policy).

STATEMENT OF INTENT

The safety and welfare of all our pupils at Manor Lodge School is our highest priority and we will always consider what is in the best interests of the child. We will provide a safe and caring environment so that every pupil can learn in safety. Safeguarding is everyone’s responsibility and anyone, not just staff, can make a referral to Children’s Social Care/Hertfordshire Safeguarding Children Board.

Manor Lodge School has a policy of partnership between home and school, but with child abuse, or suspicion of child abuse, our first and only responsibility is to the child. This may mean that parents are not informed or consulted in some instances. We may not
be able to prevent child abuse, but by following child protection procedures, we are trying our best to protect all our children and this is our first and only responsibility. Children have the opportunity to speak to adults within school and be listened to. They have access to their form teacher, House Tutors and any member of the teaching or supervisory staff with whom they may feel they have a connection. School also has worry boxes where children can write their concerns and offers ‘Rainbow talk time’, where children can go to speak to the teacher of Individual Learning during a break time.

**TERMS OF REFERENCE:** - Legislation – section 47(1) and 44 the Children Act 1989.

“The local authority has a duty to investigate situations where it has ‘reasonable cause to suspect that a child who lives, or is found in their area is suffering or likely to suffer significant harm’. Enquiries must be made to decide whether it should take any action to safeguard the child’s welfare.’’

Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. (KCSIE, section 17, Children Act 1989)


**LOOKED-AFTER CHILDREN**

The Deputy Head Pastoral (DSL) is the designated member of staff responsible for the welfare and progress of looked-after children.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead holds and uses this information so that decisions can be made in the best interests of the child’s safety, welfare and educational outcomes. The DSL will work closely with the form tutors, Heads of Year and guardians for the looked after child to ensure they have the support they need to access the curriculum and wider opportunities the school offers.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

**SCHOOL PROCEDURES**

Suspected cases of abuse or concerns, including suspicions about possible radicalisation, are reported, procedures adhered to and subsequent actions are left to the appropriate agencies. In reporting concern or suspicion, all adults in school must follow the procedures set out below:

- The DSL will then follow the Hertfordshire Child Protection Procedures.
Stephen Wilson is the Child Protection governor and he has participated in the whole school training and training from external agencies appropriate to the post. He can be contacted via the school phone number 01707 642424. The Governors have approved a job description for the DSL.

- The main responsibilities of the DSL are managing referrals, training and raising awareness (Please refer to Appendix 2 for more details). They are to make prompt contact with children’s social care where there are concerns that a child may be in need of help or at risk. The DSL will inform the head teacher in order for them to contact the local authority’s Designated Officer in relation to allegations against someone working in the school and/or with the police if a criminal offence is suspected. If action is taken any phone call will be followed up with a written record.

Sexual abuse cases and incidents of female genital mutilation (FGM) are investigated by the Police. Child Protection Services can be present to assist the Police when interviewing a child.

**Reasons for Following Procedures**

- It protects the child to the best of our ability
- It avoids delay
- It provides consistency
- It protects all staff
- It ensures that, if further action is taken by another agency, then the school has followed the protection procedures

Staff are in contact with children all day and are in a position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures and should feel confident to freely raise concerns with the DSL (see whistleblowing policy). The criteria should be that they have ‘reasonable suspicion’ and under the Children Act, 1989, this definition has been extended to include ‘or may suffer in future’.

**PROCEDURES AND RESPONSIBILITIES – ANY STAFF MEMBER**

The procedure route will depend upon the urgency of the situation. The DSL’s contact number is available in the staff handbook. If it is a general concern about behaviour or changes in demeanor (i.e. a child in potential need of support) it will be discussed with the DSL, monitored and reviewed and if necessary, advice will be sought from Children’s Social Care. If a child is in immediate danger, at risk of harm or there is a suspicion of abuse or an actual disclosure, the following procedures will be followed:

**DEALING WITH DISCLOSURES/ALLEGATIONS OF ABUSE**

The school Incident reporting forms are available from the staff room, the Rainbow Room, on the safeguarding notice board and on the school management system.
All allegations or concerns, including suspicions about possible radicalisation, must immediately be reported to the DSL who will keep the Head Teacher fully informed. Suspected incidents of female genital mutilation (FGM) where the victim is under the age of 18, must be reported to the police (Serious Crime Act 2015).

If a parent discloses abuse whether to a child or to themselves in the presence of a child, their attention must be drawn to the following paragraph which is included in the Parents' Handbook: “No member of staff is expected to keep such information to themselves and should discuss the claims with the DSL or the Head Teacher”.

Staff have an important role in hearing what children have to say. The school can provide a neutral place where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, treat it seriously, and value what they say.

The DSL keeps a list of children of concern. This includes all children who, for whatever reason, need to be monitored. Staff are kept informed of any child in their class who is on this list. Teachers must inform the DSL of any changes/additions so that this list can be kept up to date.

A bullying incident should be treated as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm’. (see Anti-bullying policy). The DSL will deal with any allegations raised against other children (peer on peer abuse), in the school by following section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – ‘Children who abuse others.’ Both victim and perpetrator are considered to be ‘at risk’.

If the disclosure/allegation of abuse is made against someone outside school e.g. a parent/guardian, then it must be referred to Children’s Social Care.

Staff should be aware that Children with Special Educational Needs and Disabilities can face additional safeguarding challenges. Therefore, staff need to know that they should not assume that the child’s mood, behaviour or injury relates to their disability without further investigation. Also some children with SEND may be disproportionately impacted by things like bullying – without outwardly showing any signs and may have communication difficulties.

Where a child may be in need of pastoral care but is not at risk of significant harm and the child or family would benefit from a coordinated support from more than one agency (for example: education, health, housing, police) there should be an inter-agency assessment. As a school, we acknowledge our duty to support and care for both children in need and children at risk.

In the unlikely event of the Head Teacher or DSL not being available to deal with an emergency involving Child Protection issues, then the teacher must speak to the Child Protection Governor or Chair of Governors, who will deal with the matter.

**SUSPICION OF ABUSE** (if abuse is suspected but there has been no disclosure)
1. Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour, etc. “Can you tell me about...?"
2. Believe the child and reassure them that they were right to talk to you.
3. Record the facts and conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (It may be required as Evidence).
4. Report the suspicion to one of the Designated DSL or the Head Teacher. The Designated DSL or Head Teacher will take the appropriate action.

DISCLOSURE

1. Listen to what the child says and allow the child to talk freely. Do not press for details, put forward your own ideas or ask leading questions that might impede a subsequent investigation.
2. Stay calm and reassuring.
3. Do not make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
4. Believe the child but do not apportion any blame to the perpetrator (it may be someone they love).
5. Reassure the child that they were not to blame and they were right to talk to you.
6. Mark on a diagram (body map) to indicate the position of bruising or any other injury.
8. Record the conversation and facts verbatim in writing immediately afterwards on the school’s incident reporting form. (Writing notes during the interview may put undue pressure on the child). Sign and date the report and give it to the DSL immediately and definitely before the end of the working day. (it may be required as evidence.) (See Appendix 3 for referral form).
10. DSL will contact Children’s Social Care/Police if a crime has been committed immediately or at least within 24 hours (or one working day).
11. If the DSL is not contactable or does not respond immediately any member of staff can make a direct referral to Children’s Social care and the police, if a crime has been committed.
12. Parental consent is not required for referral to statutory agencies.

HERTFORDSHIRE CHILD PROTECTION PROCEDURES

In the event of any allegations of serious harm or abuse by any person looking after children, the school will contact a welfare agency and/or the police as soon as possible and at least within 24 hours. This will be done without prior discussion with parents. The Hertfordshire child protection procedures are to be followed in reported abuse cases or suspicion of abuse. Copies of the procedure are held by the DSL and Head Teacher. In the event that the child lives outside of Hertfordshire, their Borough or County Children’s Services should be the ones contacted.

Operation Encompass

Operation encompass operates within the Hertfordshire Police force. It helps schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children
in the household who have experienced the domestic incident, the police will be informed. The police will then inform the key adult (DSL) before the child arrives in school the following day. The DSL will make a record of this in the child’s safeguarding file. The DSL will inform members of staff as appropriate and only when necessary.

Case Conference
Central to all procedures for child abuse is a case conference. The following people and agencies must be invited to attend. Contact details are held at the school.

- Child Protection Services
- Senior Medical Officer
- Senior Nurse
- NSPCC
- Probation Service
- Police

Other agencies may be involved:

- Clinical or Educational psychologist
- Consultant Psychiatrist (if hospital is concerned)
- Senior Educational Welfare Officer
- Head Teacher or designated teacher
- Head Teacher from siblings’ school
- Community worker if appropriate
- Housing Department
- County Council Chief Executive/Clerk’s Department
- Recognised voluntary organisations
- Emergency duty team (Child Protection Services)
- Channel panel (in the case of suspected radicalisation)
- Members of staff may or may not be invited to case conferences as appropriate

The reporting teacher will be told of any further action taken i.e. Child Protection Service referral, monitor, etc. If the reported case is taken up and investigated by an external agency, then any meetings, case conferences or action taken will be followed through and the teacher concerned informed.

ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS OR OTHER STAFF

At all times the school will adhere to the process outlined in Part 4 of ‘Keeping Children Safe in Education, Statutory Guidance for Schools and Colleges’ (Sept 2019) Department for Education.

1. If the allegation is about a member of staff (including supply staff), the DSL or a volunteer, the Head Teacher should be informed. In the absence of the Head Teacher, or in cases where the Head Teacher is the subject of the allegation or concern, the Chair of Governors should be informed without informing the head first. The Chair of Governors should contact the Local Authority Designated Officer (LADO) without informing the head first. If the allegation is against a Governor the Chair of Governors should be contacted. If the Chair of Governors is suspected, the Child Protection
Governor should be contacted. In the case of serious harm, the police should be informed from the outset. Manor Lodge makes every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence or the DfE/National College for Teaching and Leadership publish information about an investigation or decision in a disciplinary case.

2. The Head Teacher /Chair of Governors will refer allegations or suspicions against a member of the school staff or volunteer, to the Local Authority Designated Officer within 24 hours, without prior investigation. In response to an allegation, staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual notified of the reasons.

3. The outcome of an investigation of an allegation will record if it is substantiated or not; false or malicious. If it is established that the allegation is malicious no details of the allegation will be retained on the individual’s personal file or referred to in employer references. In all other circumstances, a written record will be made of the decision and retained on the individual’s personal file in accordance with DfE advice.

4. Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

5. Ofsted will be informed within 14 days of any allegations (and the action taken) of serious harm or abuse by any person working or looking after children in the EYFS.

6. The school will promptly report to the Disclosure and Barring Service (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.

7. If a teacher leaves the school because they have been dismissed (or would have been dismissed had he or she not resigned), a prohibition order may be appropriate. This may be because of unacceptable professional conduct, conduct that might bring the profession into disrepute or a conviction at any time for a relevant offence. Advice will be sought as to what action is taken next. If the allegation against the teacher is considered sufficiently serious, the school will make a referral to the Teaching Regulation Agency (TRA).
DEFINITIONS OF CHILD ABUSE

An abused child is a boy or girl under the age of 18 who has suffered from physical injury, physical neglect, failure to thrive, emotional or sexual abuse, which the person who has had custody, charge or care of the child either caused or knowingly failed to prevent. Having custody, charge or care includes any person, in whatever setting, who, at the relevant time, is responsible for that child.

Protecting children that are at risk of radicalisation, extremism or FGM is also part of the school’s safeguarding duties.

Types of abuse

There are four main categories of abuse and neglect:

- Physical abuse (including FGM)
- Emotional abuse (including possible radicalisation and extremism)
- Sexual abuse (including sexual exploitation)
- Neglect (including children missing from education, i.e. not attending school)

Types and definitions of abuse and neglect

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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 by another child or children. All children can also witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

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

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

Neglect
The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

SPECIFIC SAFEGUARDING ISSUES

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Child criminal Exploitation (CCE)
- child sexual exploitation (CSE)
- bullying including cyberbullying
- gang / youth violence (inc. County Lines)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- private fostering
- gender-based violence/violence against women and girls (VAWG)
- sexting
• mental health
• preventing radicalisation
• trafficking
• Children missing in education
• Child missing from home or care

• forced marriage
• missing children and adults
• Relationship abuse
• Hate

RECOGNITION OF POSSIBLE ABUSE

It is extremely difficult to determine if abuse has occurred. Teachers should look carefully at the behaviour of their children and be alert for significant changes. This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place and that children might be in danger:

Signs and Symptoms of abuse

• Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed
• Children with clothes which are ill-fitting and/or dirty
• Children with consistently poor hygiene
• Children who make strong efforts to avoid specific family members or friends, without an obvious reason
• Children who don’t want to change clothes in front of others or participate in physical activities
• Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
• Children who talk about being left home alone, with inappropriate carers or with strangers
• Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason
• Children who are regularly missing from school or education
• Children who are reluctant to go home after school
• Children with poor school attendance and punctuality, or who are consistently late being picked up
• Parents who are dismissive and non-responsive to practitioners’ concerns
• Parents who collect their children from school when drunk, or under the influence of drugs
• Children who drink alcohol regularly or take drugs from an early age
• Children who are concerned for younger siblings without explaining why
• Children who talk about running away
• Children who shy away from being touched or flinch at sudden movements
• Children who express extreme views, maybe repeating a learned script using language inappropriate to their age
• A pattern of inappropriate use of the internet identified through the violation reports from the school’s web filter proxy server (Smooth Wall Guardian)
Some of the following signs may be indicators of PHYSICAL ABUSE:
- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained:
  - bruises or cuts
  - burns or scalds
  - bite marks

Some of the following signs may be indicators of EMOTIONAL ABUSE:
- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the ‘cold shoulder’
- Parents or carers blaming their problems on their child
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons

Some of the following signs may be indicators of SEXUAL ABUSE:
- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that you wouldn’t expect them to have
- Children who draw sexually explicit pictures or write inappropriate stories
- Children who ask others to behave sexually or play sexual games
- Children sexting
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnant
Some of the following signs may be indicators of CHILD SEXUAL EXPLOITATION (CSE):

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who misuse drugs and alcohol
- Children who suffer from changes in emotional well-being
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or don’t take part in education

Some of the following signs may be indicators of CHILD CRIMINAL EXPLOITATION (CCE):

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education

Some of the following signs may be indicators of NEGLECT:

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing or ill-fitting clothes, e.g. not having a winter coat
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who are grossly overweight or underweight
- Children who fail to receive basic health care
- Parents who fail to seek medical treatment when their children are ill or are injured
- Children missing in education i.e. who are not attending school

(For further information see NSPCC’s child protection factsheet ‘The definition and signs of child abuse’)

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SAFETY WITHIN THE SCHOOL AND EARLY YEARS FOUNDATION STAGE

Further details to be found in associated policies and procedures: Health and Safety, Missing Child Policy, PSHE, Cyber bullying/Anti-bullying, Internet and e-safety Policy, Recruitment, Selection and Disclosure, Staff Code of Conduct, Staff and Parent Handbooks.

It is the responsibility of all the staff, not just the Head Teacher, Deputies, Site Manager or Health and Safety Committee, to ensure the school environment is safe for children.

- Through PSHEE lessons children should be made aware of ‘Stranger Danger’ without alarming them.
- The Manor Lodge PSHEE and Sex and Relationship policies include the statutory guidance from ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE) 2019’. Relationship Education is taught throughout the school. Sex Education is introduced in Year 5 and 6.
- Assemblies, Drama, PSHE and RE lessons are used to promote tolerance and mutual respect and understanding including the promotion of British Values.
- Children are taught to keep themselves safe, including online (including at home). They are provided with regular lessons on e-safety and we ensure that all pupils understand and adhere to the school guidelines in this area (see Cyber bullying/anti-bullying policy).
- Staff should ensure that they are not putting themselves in a situation that will risk harm or allegations of harm to a pupil (e.g. In one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on).
- MLS recognises that due to the young age and needs of some of the children staff may need to use touch and physical intervention when working with them. Staff acknowledge the importance of ensuring that this touch is safe, welcomed and is used in an appropriate way.
- Any visitors that are invited into school must be cleared through The Head Teacher, signed in and wear a visitor’s badge.
- Visiting speakers (whether invited by staff or children) will be checked (via google search, for example) and must be deemed suitable by the Head Teacher. They will be supervised at all times by school staff.
- The school seeks and gains assurance from other organisations that their staff are checked for suitability if supervising our pupils on a site other than the school.
- Tradesmen may not carry out repairs in normal working hours where it would bring them into possible contact with the children.
- The security system on the doors leading into and out of the school must be maintained at all times.
- Parents are expected to inform the school if a different adult is collecting a child.
- Missing children are reported immediately and procedures outlined in the ‘Missing Child Policy’ are followed.
- Parents are contacted if children are absent from school and no reason has been given.
- The Local Authority are informed if a child does not attend school when expected or it is unknown which school a child has been moved to.
- Any hazard encountered within the building or grounds must be reported immediately to the bursar and/or a senior staff member.
- Rules in place to ensure safe movement about the building must be followed at all times. Children to be reminded frequently in assembly.
• Internet use is monitored using the school’s web proxy server (Smooth Wall Guardian) by the IT staff and violation reports forwarded to the DSL for checking on a daily basis.
• Staff are reminded regularly about the importance of internet safety and the ICT Co-ordinator will include training in ICT and Computing curriculum meetings.
• Staff, visitors and parent helpers must not use their own personal mobile phone or cameras to take pictures of the children at any time, either within the school or on any educational visits. The school will provide a camera and/or mobile within the school premises or on educational visits.
• In the Early Years classrooms and any location where Early Years children might be present, mobile phones, tablets or any personal communication devices must be stored securely and not used within the setting whilst the children are present. Staff are permitted to use their phone in their non-contact times and during breaks when children are not present.
• School cameras and videos can be used to record such as sports day and class assemblies. In EYFS photos are taken for recording a child or group of children participating in activities and are an effective form of recording progress. Only designated school cameras are to be used to take photos within the setting or on an outing. Images taken and stored on the camera must be downloaded on site by a designated member of staff and then deleted. These images/videos are only stored on the school computers and are deleted after two years.
• School activity mobile phones (trip and Outdoor Learning), video cameras and iPads are secured in the school buildings every evening and are under no circumstances to be taken home. A spot check can be done at any time to ensure that the devices are being used according to the guidelines.
• Visitors to the school, including parents, must not use their mobile phone near or in the presence of any children either at school or on trips.
• In the case of school productions/school events/class assemblies, parents are permitted to take photographs/videos of their own child, however, these images are strictly for private use only and should not be put on social media. See parent handbook.
• At least one authorised adult is present when children are changing for PE/swimming lessons.
• At least one authorised adult will supervise a child who has soiled themselves and the door will remain open.
• USB memory sticks should not be used to store or transfer school information.

PEER ON PEER ABUSE

Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults or harassment, banter and sexting that go beyond the legal threshold, ‘upskirting’ (which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification), or cause the victim, of any gender, humiliation, distress or alarm; Any case of peer on peer abuse must be referred to an external safeguarding agency.
To try and prevent sexting and cyber bullying, pupils are not allowed mobile phones in school and children are taught e-safety. Internet use and internal messaging is monitored (see Internet and e-safety Policy).

Peer-on-Peer abuse is taken very seriously and will never be tolerated. The school has rigorous procedures so that peer-on-peer abuse is dealt with thoroughly and in a timely fashion. All incidents of bullying are recorded. The school will support both victims and perpetrators when dealing with incidents as well as communicating closely with any families involved. The school has clear Anti-bullying and Discipline and Behaviour policies which are followed to prevent or identify peer on peer abuse. The PSHE curriculum is also relevant as it offers children the opportunity to express their feelings and concerns and the pastoral system within school makes it clear to them who they can turn to for victim support, help and advice.

A bullying incident should be treated as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm’. (see Anti-bullying policy). The DSL will deal with any allegations raised against other children, (peer on peer abuse) in the school by following section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – ‘Children who abuse others.’ Both victim and perpetrator are considered to be ‘at risk’.

All staff will be trained to manage a report of child-on-child sexual violence and sexual harassment.

SERIOUS VIOLENCE

All staff should be aware of indicators, which may signal that children are at risk from, or are 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 wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

RADICALISATION – THE PREVENT STRATEGY

As a school we have a legal duty to ‘have due regard to the need to prevent people from being drawn into terrorism’ and to have regard to the guidance issued by the Secretary of State. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The school has drawn up a risk assessment concerning the Prevent duty and the likelihood of our pupils being at risk of radicalisation.

Extremism is defined 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.
Channel – this forms part of the Prevent strategy. The process is a multi-agency approach to identify and support individuals who are at risk of being drawn into terrorism. Hertfordshire Local Authority has a Channel panel.

In school

The school supports and teaches children to build resilience towards extremism/radicalisation through PSHEE, RE, form time, assemblies, listening to children’s concerns and discussing how they can deal with them and allowing safe, open, sensible and balanced discussion.

Staff need to:
- Understand what radicalisation and extremism mean
- Know how children at risk of being drawn into terrorism may be identified
- Challenge extremist ideas
- Facilitate safe, sensible and balanced discussion about sensitive issues
- Ensure there is no political or religious indoctrination
- Make sure visiting speakers are suitable – all of these must be approved by the Head Teacher
- Know where and how to refer children for further help – consult with the DSL

Things to look out for when identifying children at possible risk of radicalisation:
- A child reports sudden changes in religious practices at home
- A lack of integration with other families/children
- Children spending long hours on violent computer games
- Vocalisation of extreme views
- Repeating language/phrases that they are hearing from home, using language inappropriate to their age
- Quoting from religious/political propaganda
- Parents that express extreme views/ideas

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the advice in this policy and speaking to the designated safeguarding lead or a deputy.
County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Staff need to vigilant for ‘missing episodes’ where children have extended periods of absence. Other signs of involvement in county lines may include:

- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets
- relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault / unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results / performance
- gang association or isolation from peers or social networks
- self-harm or significant changes in emotional well-being

STAFF RECRUITMENT

Rigorous safe recruitment procedures are carried out on all staff employed by the school, including DBS checks. These procedures are carried out in compliance with Independent Schools Standard Regulations. All members of the Senior Leadership Team and the Safeguarding Governor have completed Safer Recruitment training. Please refer to the School’s Recruitment, Selection & Disclosure Policy and Procedure and the Staff Appointments Register, which includes EYFS staff.

TRAINING

The Designated Safeguarding Lead in the school is Stuart Cavanagh and the Deputy DSL is Alyson Lobo, who also oversee the Early Years Foundation Stage (EYFS). The DSLs will keep updated with current child protection initiatives and inter-agency working.

The DSLs and the Safeguarding Governor have attended Prevent Duty training (Anti-radicalisation).
Designated Safeguarding Leads will undertake appropriate training in child protection and inter-agency working (updated every two years). In addition to their formal training their knowledge and skills will be updated by bulletins etc. at regular intervals but at least annually.

Child protection training, including training concerning the risks of radicalisation and how to identify young people at risk, will be provided for all staff, including the Head Teacher, (updated annually in accordance with Local Safeguarding Children Board guidance), and part-time and voluntary staff who work with children will be made aware of the arrangements.

New staff, temporary staff and volunteers will be trained either before they start or on their first day, by the DSL in the safeguarding policy, safeguarding response to those that go missing from education, the identity of the DSL and Deputy DSL and will be given a copy of Part 1 (and Annex A for those working directly with children) of KCSIE as part of their induction. Further induction training also includes the school’s whistle-blowing policy, the staff behavior policy/code of conduct, pupil behavior policy and acceptable use of technologies policy. Temporary staff will be given our school’s Safeguarding leaflet to ensure that they know who the DSL is and the basic school’s procedures. Staff are reminded annually by the DSL at the first INSET day of the academic year about the procedure for child protection and it forms part of the ‘Induction of New Staff’ programme. Any further updates that arise during the year will be dealt with during the weekly staff meetings.

The DSL will undertake training for the Governors at the annual ‘Governors’ Day’.

Governors overseen by the Chair of Governors, will undertake an annual review of the school’s child protection policies and procedures and the efficiency with which the related duties have been discharged.

All staff have read and signed the school Code of Conduct/Behaviour Policy. Staff read key policies including the Safeguarding and Promoting the Welfare of Pupils, Health and Safety and the KCSIE part 1 and Annex A at the beginning of each academic year and as part of their induction. Safeguarding quizzes will be taken to refresh their training throughout the year.

**RECORDS**

The school keeps a record of any safeguarding incidents and these are kept by the DSL. Records of children on the Child Protection register are kept by the Head Teacher. These records are kept until the child moves to another school. At this point, the records will be passed on to the new school. Manor Lodge will record where the records have been sent to and the date it happened.

**CORPORAL PUNISHMENT**

There is no use of corporal punishment and corporal punishment must not be threatened.
MONITORING AND EVALUATION OF THIS POLICY

If the school is alerted to any deficiencies or weaknesses in the child protection policy, it is the school’s obligation to remedy them without delay.

The school monitors and evaluates its child protection policy and procedures through the following activities:

- This policy is updated annually. Staff with safeguarding experience may contribute to writing the policy.
- The Chair of Governors oversees the Governors’ annual review and signs off the policy (see minutes of Governors’ meetings)
- Child Protection Governor, Stephen Wilson, meets with the school DSL annually and reviews safeguarding at Manor Lodge School
- Safeguarding is an agenda item at every meeting of staff, the SMT, the Board of Governors and the Education Committee
- Child Protection Governor reports annually to the Governors on Safeguarding and a detailed minute is recorded
- The Governors approve the job description for the school DSL and ensure that they have sufficient time, funding, supervision and support to perform their duties
- The Governors monitor the work of the school (through pastoral work, PSHE, etc.) in equipping pupils to reduce risks and keep themselves safe
- The Governors monitor pastoral care in the school to ensure that staff have the skills, knowledge and understanding necessary to keep children safe (including children who are looked after by a local authority)
- SMT monitor and review safeguarding procedures
- Staff read the Safeguarding, Anti-Bullying, Health & Safety and Discipline Policy annually and sign to confirm this
- Attendance data is monitored and reviewed at SMT
- SMT regularly analyse risk assessments in line with the Health & Safety Policy
- Record of Incidents of Bullying/racial behaviour is regularly reviewed by the SMT

USEFUL CONTACTS

Hertfordshire Social care – Children’s services
Urgent and out-of-hours: 0300 1234043
0300 1234040

If the child lives outside of Hertfordshire, their borough or county’s children’s services should be contacted rather than Hertfordshire.
Enfield Children’s Social Care – 0208 379 2507 or 1000 for out of hours
Harrow Children’s Services – 0208 901 2690
Barnet Children’s Services – 0208 359 4066

The Hertfordshire local authority Designated Officer can be contacted via the referral form at:
LADO.referral@hertfordshire.gov.uk

Hertfordshire Early Help Advice Line
Mon-Thursday 9am-5pm  Friday 9am-4:30pm
Telephone number: 01438 737511 (for children below Reception age)
01992 555980 (for children of school age)

Disclosure and Barring Service (DBS)
PO Box 181
Darlington
DL1 9FA
(Tel 01325 953 795)
dbsdispatch@dbs.gsi.gov.uk

Hertfordshire Safeguarding Children Partnership Team (HSCP)
Room 147
Postal Point CHO143
County Hall
Hertford
Hertfordshire
SG13 8DF
Telephone: 01992 588757
Fax: 01992 588201
Email: admin.hscb@hertfordshire.gov.uk
Web site: www.hertsdirect.org Hertfordshire Safeguarding Children’s Board

OFSTED Safeguarding children www.ofsted.gov.uk/schools/for-schools/safeguarding-children
08456404046 (Monday to Friday 8am – 6pm)
Whistleblowing@ofsted.gov.uk

The NSPCCwhistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 8am-8pm, Mon-Fri and email: help@nspcc.org.uk

Support and advice for concerns about extremism/radicalisation:
DfE dedicated telephone helpline for non-emergency advice for staff and governors: 020 7340 7264
counter-extremism@education.gsi.gov.uk
Non-emergency police: 101 Local police – Borehamwood 01707 354000

Reporting FGM: Local police – Borehamwood 01707 354000

National Domestic Abuse Helpline – 0800 2000 247

For out of hours contact, the Designated Safeguarding Lead’s number is available to staff in the staff handbook.

The Safeguarding and Promoting the Welfare of Pupils Policy is to work in conjunction with the schools School Discipline and Behaviour Policy; Anti-Bullying
Policy; Cyber-bullying; Internet and e-Safety Policy; Health & Safety Policy; PSHE policy; First Aid; Exclusion Policy; Whistle Blowing Policy; Attendance and Truancy Policy; Recruitment, selection and disclosure Policy*; Staff behaviour and Code of Conduct Policy*.

(This policy will be reviewed annually by the Governing Body of the school and read annually by all staff)

* Can be viewed in the policies section (MLS curriculum)

APPENDIX 1

Additional Measures for Covid-19 / School Closure

Safeguarding priority

During these challenging times the safeguarding of all children at our school – whether they are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- The best interests of children continue to come first.
- If anyone in our school has a safeguarding concern, they will act immediately.
- The DSL (Stuart Cavanagh) or Deputy DSL (Alyson Lobo) will always be available. Whilst the COVID-19 measures are in place, the DSL and Deputy DSL will continue to be classed as a trained DSL or deputy even if they miss their refresher training.
- No unsuitable people will be allowed to gain access to children.
- Children should continue to be protected when they are online.
- Any updated advice received from the local safeguarding partners, local authorities regarding children with EHC plans, the LADO and children’s social care will be communicated to staff by the DSL or Deputy DSL.

Reporting concerns about children or staff

If staff have safeguarding concerns about a child or Manor Lodge family they should follow the normal protocol - record your concerns, with a date and time, and inform the DSL or Deputy DSL via a telephone call as soon as possible. Your record of the event must be emailed (only via school email accounts) to the DSL for record keeping. These emails must then be deleted after the records have been filed. Any safeguarding concerns raised or identified during online sessions or telephone calls should be dealt with in line with normal safeguarding protocol.

For urgent concerns, contact the DSL or Deputy DSL via telephone.

Staff and volunteers that have concerns about a staff member or volunteer, who may pose a safeguarding risk, should inform the DSL or Deputy DSL as soon as possible. If the concern relates the DSL and Deputy DSL this concern should be raised with the
Chairman of Governors (David Arnold). If this is not possible or appropriate, staff can contact children services directly.

**Peer on peer abuse**

We recognise that children can abuse their peers and our staff are clear about the school’s policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures.

Our staff will remain vigilant to the signs of peer on peer abuse and will follow the guidance and process set out in the Safeguarding Policy, behaviour policy and anti-bullying policy.

**Supporting children not in school**

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive additional pastoral support in school, they will ensure that a communication plan is in place to support that child. The form tutor, or other suitable member of staff, will keep in touch with the child and family via the telephone. These calls should be at least weekly. Any concerns raised should be reported to the DSL or Deputy DLS immediately. The Safeguarding leads will keep a record of any concerns raised.

**Vulnerable Children**

There is an expectation that vulnerable children who have a social worker can attend school, so long as they do not have underlying health conditions that put them at risk. Where a parent does not want their child to attend school, and their child is considered vulnerable, we will discuss this with the social worker and explore the reasons for this directly with the parent.

Key staff involved in the care of looked after or previously looked after children must continue to work closely with and support children’s social workers and the local authority virtual school head (VSH). These key staff should be keeping the DSL and Deputy DSL closely informed of these communications with social workers.

**Increased vulnerability or risk**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents.

Our staff and volunteers will be aware of the mental health of children and their parents and carers and will contact the DSL or Deputy DSL if they have any concerns.

*This update works in conjunction with ‘Manor Lodge Working from Home’ policy, ‘Remote Learning Staff Agreement’, ‘Remote Learning Usage Agreement’ and the ‘Internet and E-Safety’ policy.*
APPENDIX 2

Role of the Designated Safeguarding Lead

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder’s job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children’s social care as required;
- support staff who make referrals to local authority children’s social care; refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;

Work with others

- act as a point of contact with the three safeguarding partners and work with agencies in line with Working Together to Safeguard Children.
- liaise with the head teacher or principal to inform him or her of issues—especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of
safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and

- act as a source of support, advice and expertise for all staff.]
- NPCC – When to Call the Police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

**Training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school’s or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online; 

obtain access to resources and attend any relevant or refresher training courses; and 

encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

ensure the school’s or college’s child protection policies are known, understood and used appropriately;

ensure the school’s or college’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child Protection File

Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what
“available” means and whether in exceptional circumstances availability via phone and
or Skype or other such media is acceptable. It is a matter for individual schools and
colleges and the designated safeguarding lead to arrange adequate and appropriate
cover arrangements for any out of hours/out of term activities.

APPENDIX 3

Protocol for Visiting Speakers

When staff plan for visiting speakers to come into school they must fill in an ‘on site
activity’ request form.

This outlines the name, organisation, subject, date, time, room allocation, cost and
the activity/audience.

Visiting speakers should be talking to, or working with, children with other members
of staff present.

The form is presented to the Deputy Head and Head to enable them to decide on
the suitability of the visitors and to make any checks (google searches, for
example) if they feel it necessary to do so.

Once the visit is confirmed the visitors will report to reception when they arrive,
show proof of identification and be given a visitor’s badge. They will be met by the
teacher organising the activity and accompanied around the school for the
duration of their visit.

They will be signed out at the end of their visit
### Incident Reporting Form

**Section 1  Details of the child and their parent/carer**

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<tr>
<th>Name of Child:</th>
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<th>Sex: Female Male</th>
<th>Age:</th>
<th>Class:</th>
<th>Date of Birth:</th>
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<th>Ethnicity:</th>
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<th>Religion:</th>
<th>Disability: Yes/No</th>
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<th>Parent’s / Carer’s name (s):</th>
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<th>Home address (including postcode)</th>
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(DSL will fill in if unknown)

**Section 2  Your details:**

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<tr>
<th>Your name:</th>
<th>Your position:</th>
<th>Date and time of incident/concern:</th>
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<tr>
<th>Place of incident:</th>
<th>Witnesses:</th>
<th>Was there an injury? Yes / No</th>
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<td>If yes, body plan filled in and attached: Yes / No</td>
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**Section 3  Your report**

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Please provide details of the incident or concerns that you have including what was said, observed, reported and by whom. Who else was present? Record exact words used as far as possible. Continue on a separate sheet if necessary.

**Additional Information:** (Your opinion, context of concern/disclosure, any previous concerns or incidents)

**Print name:**

**Date/Time form completed:**

**Date/Time form passed to DSL:**

**Your Signature:**
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<th>Your report continued:</th>
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<th>Your response: (What did you do/say following the concern)</th>
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<th>Time at which concern recorded:</th>
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Response to Incident Reporting Form

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<th>Date and time form received by DSL:</th>
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<td>Action taken by DSL:</td>
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Parents informed:  Yes  No  
(If no state reason)

**Outcome of action taken by DSL:** (eg. What was parental response? Outcome of professional consultation/referral? etc.)

Feedback given to member of staff reporting concern:

Information shared with any other staff?  If so what was shared and what was the rationale for this?

Name:  Date:  
Signature of DSL: