



## Child Protection and Safeguarding Policy

To go further than I thought.  
To reach higher than I dreamed.  
To become the person I need to be.'

Designated Child Protection Officer:	Maria Hill
Deputy Designated Child Protection Officers:	Buffy Lloyd, Emma McEnroe, Hayley Mourne, Sey Hassan
Designated Child Protection Governor:	Ann Jefferson
Reviewed policy agreed by GB on:	Summer 2017
Reviewed policy shared with staff on:	Summer 2017
Policy to be reviewed again on:	Summer 2018

## **Introduction**

This policy outlines the philosophy and procedures which are in place at Cherry Orchard Primary School to ensure the well-being of all children at the school and to respond to concerns of harm, neglect or abuse.

### **The policy aims to:**

- Raise the awareness of all staff of the importance of child protection and their responsibilities for identifying and reporting actual or suspected abuse
- Ensure that pupils, staff and parents are aware that the school takes child protection seriously and will follow appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- Clarify the expectations made of staff in respect of their relationships with and management of children within the school

We understand that all schools are required by law to have a policy on child protection and to make this policy known to parents. Parents can access this policy on our school web site, or request a paper copy from the school office. Child protection work is a statutory duty for education staff and all staff have a duty to safeguard and promote the welfare of children. We also recognise that the school has a statutory duty to work with other agencies in protecting children from harm and responding to abuse. In addition to statutory duties we acknowledge that the school has pastoral responsibility towards all its pupils.

## **Basic Principles**

We believe that:

- All children have a fundamental right to be protected from harm and to receive the care, education and services necessary for them to develop to their full potential in all aspects of their health and development
- Children cannot learn effectively unless they feel secure and that the development and maintenance of appropriate, sensitive relationships are essential in bringing this about
- All children have the right to be valued as an individual and to be treated with dignity and respect
- All staff are responsible for interacting with children in ways which accord with these rights and which safeguard both the children and themselves
- Children are an essential part of their own protection and it is important to help children understand what is and is not acceptable behaviour and how to communicate their concerns

- School should be a listening and caring community, an open and accepting place where staff are prepared to listen to worries and fears and to follow up on what is said
- Child abuse occurs in all cultures, all religions and all social classes. Staff must be sensitive to the many differing factors which may need to be taken into account depending on the child's cultural and social background
- The prime concern at all stages must be the safety and welfare of the child. Where there is a conflict of interest between the child and the parent, the interests of the child must be paramount
- Children who have been harmed or abused need the same care and sensitivity regardless of whether they have been abused by a parent, carer or stranger
- Confidentiality must be respected at all times – children, parents and staff are all entitled to know that these responsibilities will be dealt with in the strictest confidence
- Information will only be shared on a strict need to know basis
- Staff have a responsibility to deal with bullying & inappropriate behaviour promptly and to report concerns to the designated child protection officer
- Parents must help their children to behave in non-abusive ways which are respectful of both adults and other children. Child protection procedures will be followed where there is a reported allegation of any of the following forms of abuse – neglect; physical injury; sexual abuse; emotional abuse (see appendix 1 for definitions of each area).

## **Roles and Responsibilities**

All adults have a duty to protect children. Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings, opinions, concerns and worries; where they are listened to, believed and feel supported. Staff are expected to treat children with respect within a framework of agreed and understood boundaries. Due to the day to day contact with individual children, staff are particularly well placed to observe changes in behaviour, failure to develop and any signs of harm, neglect or abuse (possible signs and indicators of abuse are listed in appendix 2).

All staff are expected to:

- Be able to identify and be alert to the signs and symptoms of abuse
- Report concerns to the designated teacher (the HT or the deputy safeguarding officer)
- Follow and work within the relevant legal and statutory guidelines and the policy and procedures for the investigation of allegations of child abuse. Copies of the relevant documentation are kept in the HT office alongside the policy document
- Know how and to whom to report allegations against other school staff (see section 3 under 'procedures')
- Monitor and report as required on the welfare, attendance and progress of pupils on the Borough Child Protection Register
- Keep clear, factual and confidential records of child protection concerns (appendix 3)

It is NOT the responsibility of staff (including the designated and nominated teachers) to investigate suspected abuse – responsibility to make enquiries and investigate allegations lie with Social Services and the Child Protection Unit.

Staff response should be limited to listening carefully to what the child says, or being clear about

incidents which have triggered concerns – such that they:

- Clarify the concerns
- Offer re-assurance
- Explain what action will be taken

The school has a duty to appoint a “designated teacher” with responsibility for child protection. The governing body has a responsibility for child protection. Governors have a duty to approve and review annually policy and procedures.

### **The Governing Body’s Roles & Responsibilities re Safeguarding**

Keeping Children Safe *in Education* (DfES, 2014) provides the following statutory guidance:

#### **Safeguarding arrangements that schools and FE colleges should have in place**

Governing bodies and proprietors are accountable for ensuring their school has effective policies and procedures in place in accordance with this guidance and for monitoring their school’s compliance with them. They should ensure that an appropriate senior member of staff is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff liaising with the local authority and working with other agencies.

In light of this statutory guidance the Governing Body will nominate a governor who will be responsible for Safeguarding and Child Protection and will liaise with the DSP on matters relating to Safeguarding and Child Protection.

The Governing Body will ensure that:

- The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, and the policy is made available to parents on request;
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures;
- A senior member of the school’s leadership team is designated to take lead responsibility for dealing with safeguarding and child protection issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies;
- In addition to basic child protection training the designated senior person undertakes training in inter-agency working that is provided by, or to standards agreed by, the GSCB, and refresher training at two yearly intervals to keep his or her knowledge and skills up to date;
- The EHT and HoS and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals, and temporary staff and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities;
- The EHT and HoS remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to his/her attention;

- A member of the governing body (usually the chair) is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the EHT or HoS(Contact details of the LADO are given in section 7.4); and
- The Governing Body reviews the child protection policy and procedures annually.

## **Procedures**

### **General Concerns**

If you are concerned about a child or have reasons to be concerned about a child tell someone immediately (preferably one of the designated teachers). Even if you are in doubt it is better to talk it over, in confidence, with someone you trust. If someone talks to you about their concerns – listen, offer support and suggest they pass the information on to the designated teacher. Remember these conversations must be regarded as confidential.

Should any member of staff have cause, either directly through observation of marks/bruises, changes in behaviour, disclosure by a child etc., or indirectly through information from a third party, to suspect that a child is experiencing abuse of any kind (or is at risk of such) they should immediately inform the designated teacher giving details of:

- injury or concerns
- how the injury or concerns were observed or arrived at and by whom
- relevant contextual information and/or explanations given by staff/parents/ (verbally or written) any other relevant information

This action should be taken even if the cause for concern is slight – it is better to be wrong than not to have acted.

Staff reporting concerns must keep clear factual notes – not opinion – which should be written on the school's incident form and given to the designated person. These notes and discussions are confidential and must not be openly shared with other members of staff, parents etc. (See appendix 4 for guidance of record keeping).

Once concerns have been raised, the designated teacher will gather relevant information and decide on the most appropriate course of action. Staff directly involved will be kept informed of all decisions and action taken and other staff may be informed on a strictly need to know basis. Staff must have regard to issues of confidentiality at all times.

### **Appointment of staff**

The governors will, when appointing staff, take account of the guidance issued by the DfE (Keeping Children Safe in Education 2014) and LA Personnel Department and observe the following guidelines:

- At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.
- documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed
- all references will be taken up and verified by telephoning referees

- at interview all candidates will be asked to account for any gaps in their career/employment history
- DBS, identity and academic qualification checks via the GTC will be undertaken

### **Allegations against staff**

The policy and procedures for dealing with such allegations are set out in the London Child Protection Procedures and DfES circular 10/95 – copies of which are in the Head Teacher’s office for reference.

Should you see something happening to a child in school that you feel concerned about, or that you feel may constitute abuse, please report it immediately to the designated teacher - unless the designated teacher is the person about whom the concern/allegation is being made. In this situation, staff should talk to either the Head Teacher or the Chair of Governors.

Where the concern is about poor practice, the Head Teacher will investigate, following which a decision will be made as to the most appropriate course of action. If as a result of the investigation the matter is referred under child protection procedures, disciplinary procedures may be followed but will not take place until the child protection process has been completed. Investigations will normally be completed within 10 working days.

The member of staff reporting the concern will receive feedback on the action taken. If the member of staff is not satisfied with the investigation or action taken by the Head Teacher, they should raise their concerns with the Chair of Governors who will follow up the concerns in accordance with the complaints policy.

Where the investigation leads to formal proceedings, the reporting person will be involved as the person who first heard or raised the allegation and will receive advice and support throughout the process of investigation and any subsequent action.

### **Resources and Training**

Cherry Orchard recognises the importance of staff training in child protection issues and in staff attending case conferences and is committed to providing resources to enable this to take place; we are also committed to the provision of a curriculum that includes the teaching of skills and abilities that will help children develop and maintain their personal safety.

*Details of the staff training programme are attached at appendix 5*

### **Prevention and Support**

We aim to keep both children and staff safe by ensuring that:

- all staff are aware of the possible risks and know how to handle concerns relating to child abuse
- all staff and volunteers are subject to formal vetting procedures
- volunteers and students on placement are supervised by members of staff and are not left on their own with pupils
- staff adhere to the guidelines on relationships, expectations and behaviour management set out in the appendices and other relevant school policies
- the school curriculum includes the development of skills and abilities that will aid children in keeping safe
- Parents must always be informed by telephone and letter of any injury sustained by their child at school

- All accidents and injuries are recorded on a school accident slip kept in the school office

## **Complaints**

Parents should direct concerns or complaints about the behaviour of staff to the Head Teacher in the first instance.

If the complaint is about the Head Teacher, parents should initially talk to the alternate designated teacher and then to the Chair of Governors. Both the deputy and the Chair will then discuss the complaint with the clerk to governors.

If parents, or staff, are not satisfied with the school's response to complaints about child protection issues, they should contact the designated lead officer for child protection within the LA.

For further information go to: [www.greenwichsafeguardingchildren.org.uk](http://www.greenwichsafeguardingchildren.org.uk)

## **Appendix 1**

### **Definitions of child abuse**

'Child Abuse and neglect' is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, an institutional or community setting. The perpetrator may be known or not known to the child.

There are 4 broad categories of abuse which are used for the purposes of registration. These categories overlap and an abused child may suffer more than one type of abuse.

#### **1. Physical Abuse**

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child (now described as 'fabricated or induced illness').

#### **2. Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to the child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger e.g. witnessing domestic violence
- Exploitation or corruption of children. Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

#### **3. Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

#### **4. Neglect**

Neglect involves 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 and development. This may involve failure to provide adequate food, shelter or clothing; failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



## Female genital mutilation (FGM) Physical and Emotional

Female genital mutilation (FGM) is the **partial or total removal of a girl's external genitals**. Her body is physically damaged when the healthy tissue of her genitals are cut away. There are **no health benefits** to FGM. Complex cultural and social reasons are often given about why it is practiced. FGM has harmful effects on the **health and wellbeing of a woman** throughout her life and **contravenes human, women's and child rights**.

## Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of sexual abuse that **involves the manipulation and/or coercion** of young people under the age of 18 **into sexual activity** in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or '**grooming**' process involves befriending children, gaining their trust, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited.

## Private fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a **private arrangement made between a parent and a carer**, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). To help keep children safe and support families, all parents and private foster carers must **notify the Local Authority** of care arrangements for children so they can ensure a child is well cared for. If you suspect a child may be being privately fostered without formal arrangement it is important you share this information in case a child is at risk of harm.

## Extremist ideology, radicalisation and terrorism

Children and young people can suffer harm when exposed to an extremist ideology which may be social, political or religious in presentation. This harm can range from a child adopting or complying with extreme views which limits their social interaction and full engagement with their education, to children being groomed for involvement in violent actions.

Children can be exposed to harmful, extremist ideology through the impact of extreme beliefs held by relatives/family friends who live with the child, or relatives/family friends who live outside the family home but have influence over the child's life. Older children or young people might self-radicalise over the internet or through the influence of their peer network - in this instance their parents might not know about this or feel powerless to stop their child's radicalisation.

## Appendix 2

### Risk indicators and signs of abuse

This is not a checklist of abuse. The factors described are frequently found in cases of child abuse but their presence is not proof that abuse is occurring/has occurred but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with the designated teacher
- May require consultation with or referral to Social Services
- Should be considered in the light of knowledge about the individual child

All symptoms are of concern but may be of greater concern if there are a number of signs or where one persists in such a way that it is unusual for a particular child.

#### Physical abuse

- unexplained injuries; injuries inconsistent with explanation or several different explanations provided for an injury or refusal to discuss injuries
- injuries untreated or unexplained delay in seeking treatment
- bruising, grasp or slap marks
- long marks/welts or circular burns
- bite marks, burns, scalds
- large number of minor injuries/scars
- withdrawal from physical contact/flinching at sudden movements
- kept away from school medicals/fear of medical help
- attention seeking or over compliance
- low self esteem
- self-destructive tendencies; self-mutilation
- aggression to others
- reluctance to go home
- FGM -

#### Emotional Abuse

- physical, mental and emotional delay or disturbance
- abnormal attachment between a child and parent/carer e.g. anxious, no attachment
- continual self-deprecation; over reaction to mistakes
- sudden speech disorders
- fear of new situations; inappropriate emotional responses to stressful situations
- neurotic behaviour e.g. rocking, hair twisting, thumb sucking
- self-mutilation
- fear of parents being contacted; chronic running away
- extremes of passivity or aggression
- drug/solvent abuse
- enuresis; encopresis
- 'frozen watchfulness' – particularly in pre-school children

### **Sexual Abuse**

- inappropriate sexually explicit or sexualised behaviour, conversation, play or drawings inappropriate to the child's age
- continual and inappropriate or excessive masturbation
- self-harm (including eating disorder), self-mutilation and suicide attempts
- soreness, pain, injury or itching of genital areas, bruising to buttocks, abdomen and thighs; sexually transmitted diseases/recurrent infections
- aggressive outbursts, tantrums
- persistent problems with sleeping, bedwetting, nightmares
- unhappiness, depression, low self esteem
- alcohol/drug abuse
- suicide attempts; self-mutilation
- lying, delinquency, stealing
- any change in behaviour, particularly excessive clinging or insecurity fear of specific situations e.g. being bathed, changed, put to bed

### **Neglect**

- constant hunger; emaciation
- poor personal hygiene and/or clothing
- untreated medical conditions
- repeated accidents
- constant tiredness, listlessness, apathetic or unresponsive with no apparent medical cause
- frequently absent from school
- destructive tendencies
- low self esteem
- relationship/social interaction problems
- compulsive stealing or scavenging for food/clothes
- chronic running away

### **Female genital mutilation (FGM)**

- holiday requests made to school for significant lengths of time (Pre warning)
- long periods of time away from the classroom during the day with bladder or menstrual problems
- difficulty walking, sitting or standing
- prolonged absences from school
- noticeable behaviour changes
- withdrawal
- depression
- avoidance of P.E.
- recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain

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### **Child Sexual Exploitation (CSE)**

- inappropriate sexual or sexualised behaviour
  - repeat sexually transmitted infections
  - having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
  - going to hotels or other unusual locations to meet friends
  - getting in/out of different cars driven by unknown adults
  - going missing from home or care
  - having older boyfriends or girlfriends
  - associating with other young people involved in sexual exploitation
  - truancy, exclusion, disengagement with school, opting out of education altogether
  - unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
  - drug or alcohol misuse
  - getting involved in crime
  - injuries from physical assault, physical restraint, sexual assault
-

## **Appendix 3**

### **Record Keeping**

It is essential that school keeps clear records based on observation and evidence, which separate fact, allegation, hearsay, opinion or unsubstantiated evidence and which clearly indicate decisions and actions taken.

Child protection information will be kept in separate files by the designated teacher and will only be discussed with staff on a need to know basis. Staff need to know when a child is at risk and what plan has been decided by case conference, but may not need to know all the confidential details.

All records, notes and observations made by class staff as part of ongoing monitoring of children on the child protection register or causing concern, must be completed on the yellow concern form and immediately handed to a DCPO. All child protection conference minutes must be stored in the confidential files kept by the designated teacher.

### **Initial Concerns**

Initial concerns, incidents or disclosure by a child must be reported to the designated teacher using the incident form. A copy of the form is attached, together with outline drawings of bodies which should be used to record injuries/marks/bruises. Copies of these forms are available in the Office or from the HT.

Please ensure that the following information is recorded:

- time, date, place and people who were present
- exact details of what was said by the child and/or others (no interpretation or opinion)
- the child's emotional or physical condition
- details of the behaviour(s) causing concern and the context in which it occurred ~ Details of injuries, marks or bruises - the position of these must be marked on the appropriate body drawing and suitably annotated to provide further detail (number, length of marks, description of marks, colour of marks/bruises etc.)
- other details which you feel are relevant - including information about previous incidents which may not have been reported but now seem relevant

### **Ongoing Concerns/Monitoring**

Staff in regular contact with a child may be required to keep a running record noting information about particular aspects of a child's behaviour, physical and/or emotional condition or remarks they may make - either because concerns are ongoing or as part of a child protection plan. These need to be written on yellow incident sheets and handed to the DCPO. Any records passed to the CP Officer electronically must be password protected. Concerns forms must be handed to the DCPO on paper and not sent electronically.

### **Referrals**

The designated teacher must keep detailed, contemporaneous notes of:

- discussions with staff
- discussions with the child
- discussion with parents
- information provided to social services
- decisions taken (with times, dates and signed)

The designated teacher will confirm verbal and telephone referrals to social services in writing within 48 hours of the referral.

### **Reports for Child Protection Conferences/Core Group Meetings**

Reports for child protection conferences or core group meetings must be written on the agreed pro-forma (copy attached). They should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and staff and, where appropriate, their appearance and concerns.

They should provide clear factual information. Staff should be aware that these reports will be made available to parents at the child protection conference.

**Cherry Orchard Primary School Concern Form**

<b>Child's Name:</b>	<b>Class:</b>
<b>Date:</b>	<b>Name of person completing form:</b>
<b>Concern</b>	
<b>Action taken</b>	
<b>Signed</b>	<b>Date given to Head Teacher</b>
<b>Action taken(CP Officer)</b>	<b>Date of Action</b>

**Cherry Orchard Primary School**

**Report for Child Protection/Core group conference**

**Child's name:**

**D.O.B**

**Class:**

**Attendance:**

**General Comments (*appearance, physical well-being, attitude to school/work, contact with parents etc.*)**

**Educational Progress**

**Behaviour**

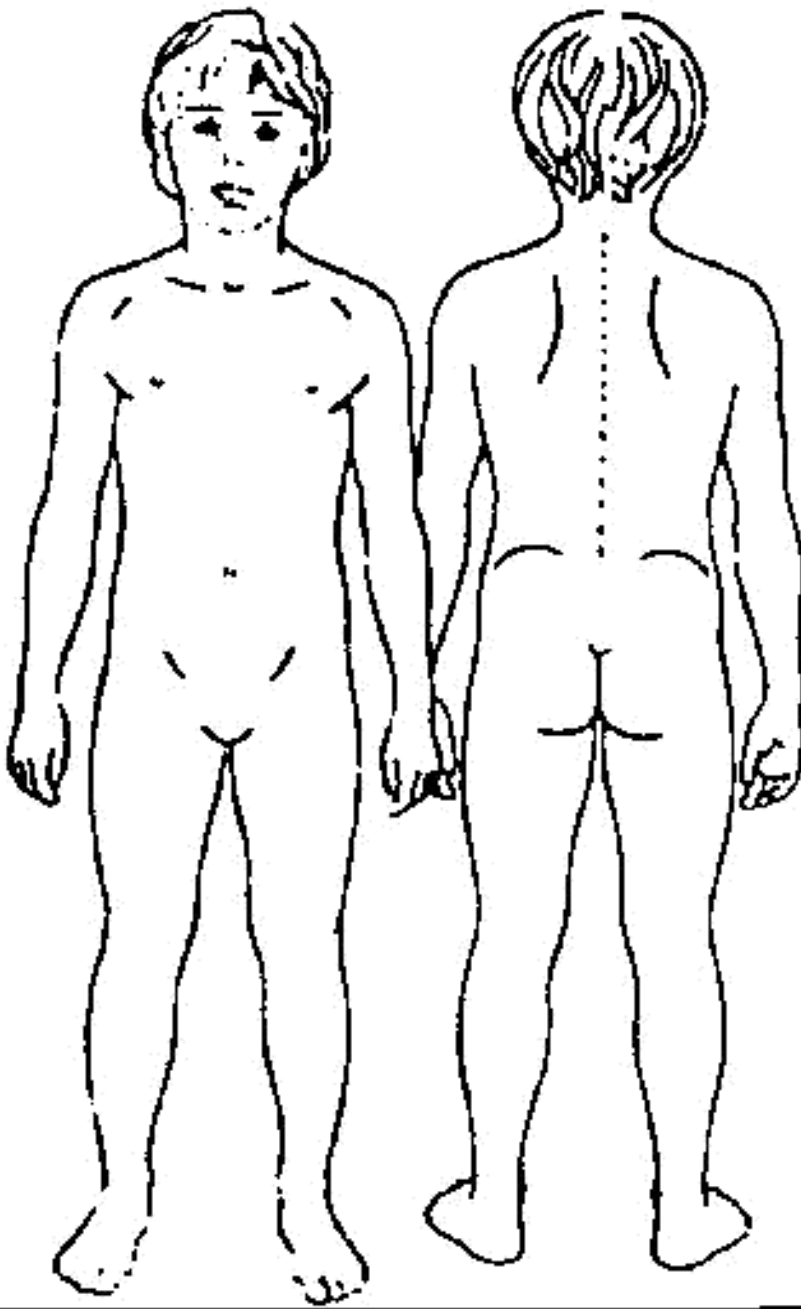


**Cherry Orchard Primary School**

**Ongoing Recording of Concern**

**Child's name:** .....

<b>Date:</b>	<b>Concern</b>	<b>Staff Initials</b>



Child's Name: ..... Date: .....

## **Appendix 4.**

### **Responsibilities of designated persons**

The designated teacher is responsible for:

- Having good, up-to-date knowledge of child protection issues, signs & symptoms and procedures
- The provision of advice and support to staff
- Receiving all reports/information regarding concerns, suspected abuse/neglect or sustainable allegations, referring concerns to the appropriate agencies in accordance with the London Child Protection Guidelines (A copy of this is kept in the HT office)
- Co-coordinating action within the school and liaison with all relevant agencies
- Gaining information about how, when and by whom parents and pupils will be told that a referral has been made
- Attending, with other staff as necessary, strategy meetings and case conferences
- Informing staff involved as to the outcome of their concerns and any action to be taken
- Reminding staff about the confidentiality of information
- Seeking advice/support from social services, NSPCC, LEA child protection coordinator or ESW where there are general concerns about a child or where there is uncertainty as to whether a formal referral should be made
- Maintaining confidential, accurate and secure child protection records/files
- Maintaining a register of children on the child protection register and/or causing concern
- Monitoring attendance and development of children who are on the child protection register or are a cause for concern and ensuring information is passed on when children change schools
- Organising and attending relevant training courses for the designated teacher, all school staff and governors
- Drawing up, reviewing & disseminating the child protection policy to staff, governors, parents and support staff (therapists etc.)
- The induction of new staff in respect of child protection procedures and supporting staff involved in child protection referrals
- Preparing termly reports about child protection for the governing body as part of the confidential section of the HT report
- Reporting to the appropriate bodies any members of staff who, following an enquiry, it concludes would be unsuitable to work with children The designated governor is responsible for:
- Being aware of all issues and procedures associated with child protection
- Investigating any allegations made against the Head Teacher/designated teacher
- Receiving and responding to complaints about child protection issues from parents or staff

## Appendix 5

### Staff Training

#### All Staff

All staff will receive a yearly refresher on Child Protection Policy and Procedures. Details of staff training are kept electronically in the school office.

Training on child protection will be provided for all staff every 3 years and will aim to: Develop an understanding amongst all staff of:

- abuse generally
- possible signs and indicators of abuse such that staff can be alert to them
- children's rights and the expectations within school of all adults
- behaviour/responsibilities necessary to uphold those rights
- procedures within the school and LA for handling suspected child abuse
- issues of confidentiality

#### Newly Appointed Staff

Training on child protection issues and procedures will form part of the induction programme for all newly appointed staff. It will be provided by the designated teacher.

#### Designated Teachers

	Teacher or member of staff name	Date
Designated Safeguarding Person	Maria Hill	Januray 2015
Deputy DSP	Buffy LLOYD	September 2015
Deputy DSP	Sam Reid	September 2015
DSP Looked after Children	Buffy LLOYD	
Safer Recruitment	Maria Hill Buffy Lloyd Sam Reid	2012 2015 2015
Safeguarding – FGM, Forced Marriage, CSE, e-safety	Whole school	January 2016
PREVENT duty	Whole school	January 2016

Designated and nominated teachers will attend external child protection training every 2 years to ensure they have good, up-to-date knowledge of:

- Child protection issues
- Signs and indicators of abuse
- Legislation
- School and LA policies and procedures
- The roles and responsibilities of the agencies involved
- Multi-agency working practices
- Child protection conferences and good record keeping practices such that they can provide information and advice to staff