



Cogenhoe
Primary School

Safeguarding Policy

	Name	Signature	Date
Headteacher's Approval	Caroline Stewart		03.09.15
Chair of Governors' Approval	Sam Tipler		03.09.15
Recommended Review Date:	July 2016	(Annually)	

Version Number

This document is issued and maintained in accordance with Cogenhoe Primary School procedures. Any changes must be clearly identified and discussed with the Governors. The most recent version must be detailed to staff and kept with the other policies for all appropriate stakeholders including parents where applicable.

Version	Date	Description of Change	Changed By
1	May 2014	Implemented & Written	CS
2	June 2014	Slight amendments following safeguarding audit by Lesley Pollard 16.6.14	CS
3	January 2015	Amendments in light of Northamptonshire County Council protocol regarding DBS by association	CS
4	June 2015	Annual review and slight amendments	CS
5	July 2015	Slight amendments following the updates to statutory documents (KSIE July 2015)	CS

Please note, this document is to be read in conjunction with the **Child Protection Policy**

Safeguarding Policy

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The School's Designated People are:

Caroline Stewart (Headteacher & Designated Senior Lead DSL)
Charley Oldham (Deputy Headteacher & Designated Senior Lead DSL)
Hannah Lecky (Senco & Educational Visits Lead).
Tracey Howes (SCR)

Aim

This guidance has been produced to help staff establish the safest possible learning and working environments. The aims are to safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct. All staff have a duty to keep children safe and to protect them from physical and emotional harm. The relationship between staff and pupils is not a relationship between equals. Staff should not use their position for their own self-interests or gratification.

This guidance is intended for staff, students and volunteer workers in school. It is taken from the 'Keeping Children Safe in Education Statutory Guidance for Schools and Colleges' July 2015. The latest publication from the DFE, should also be read in conjunction with 'Working Together to Safeguard Children,' 2013

Background information

All those working in children's services share an objective to safeguard children and young people. All schools and colleges have a pastoral responsibility towards their pupils. They can play a part in the prevention of abuse and neglect, through their own policies and procedures for safeguarding children, and through the curriculum. All schools and colleges should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns. Children can be helped to understand what is and is not acceptable behaviour towards them, and taught about staying safe from harm, and how to speak up if they have worries or concerns. The curriculum can also play a preventive role in preparing children and young people for their future responsibilities as adults, parents and citizens.

'Through their day to day contact with pupils, and direct work with families, education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect, at an early stage. They should refer those concerns to the appropriate organisation, normally LA children's social care, contributing to the assessment of a child's needs and where appropriate, to ongoing action to meet those needs. When a child has special educational needs or is disabled, schools will have important information about the child's level of understanding and the most effective means of communicating with the child. They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour.' (Working Together to Safeguard Children – 2006)

Section 175 of the Education Act (2002) states:

- (1) A local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.
 - (2) The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.
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If there are welfare concerns for children or young people with additional needs that involve more than one other agency, the SENCO should look to see if a EHA (Early Help Assessment) or old CAF assessment is open. The EHA team will advise on appropriate next steps. EHA is an early intervention tool. No child or young person should be subject to EHA and child protection or child in need process at the same time. One must cease when the other takes over.

No one who is involved in any way with the care of children can escape responsibility for keeping children safe and identifying the signs of child abuse. Accordingly, all staff should familiarise themselves with the procedures outlined in this document as well as with the Code of Practice and associated policies including Child Protection, which provides definitions of the types of child abuse and gives social and medical indicators of abuse/neglect.

The Headteacher and the Deputy Headteacher are the focal point for all matters concerning safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies.

Further guidance on Child Protection should be accessed through the Child Protection Policy

Confidentiality

Staff may have access to confidential information about pupils. In some circumstances staff may be given additional highly sensitive information. This information should not be used for their own or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the pupil. Confidential information should never be used casually in conversation.

There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to the teacher with designated child protection responsibilities or Headteacher.

If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from an appropriate senior member of staff.

Adults employed at the school

The school's Business Manager has responsibility for ensuring all employees have the correct credentials with regards to safeguarding. Therefore she is responsible for maintaining the SCR and DBS, Right to Work and List 99 checks. She ensures that safer recruitment practices are adopted which help to deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. ('Keeping Children Safe in Education Statutory Guidance for Schools and Colleges' July 2015.)

Adults not employed by the school

Adults invited in to school by school staff are expected to be discussed with the Headteacher, so that the school does not suffer from an excessive numbers of adults. All volunteers will have an induction before they begin their duties from the Deputy Headteacher.

Whilst we operate a comprehensive check on adults entering our school, we are also vigilant to behaviour causing concerns. (Please refer to the Whistle Blowing Policy).

DBS checks (Disclosure and Barring Service)

The school's Business Manager has responsibility for the SCR (Single Central Record); carrying out DBS, Right to Work and List 99 checks. All staff's personal information and contracts is held securely and password protected on the Admin machine. Only office staff and the Headteacher have the password for this information All checks are carried out for staff, Governors, visitors and agency staff (Nourish Hot meal Provision). All this information is kept centrally in the school office, which is always locked when the office is not in use. Electronic records of all checks, including that of staff are kept up to date by the Business Manager. In addition the Governors will check these safeguarding practices annually and document their monitoring.

Our school policy is that where adults will have direct, unsupervised contact with children or continued contact a DBS is required by our school. If a "one off" supervised visit takes place that is not a community event, a List 99 is sufficient. However, these adults must not be left unsupervised with our pupils. Known members of the school community may be allowed to enter school at the Headteacher's discretion, in line with 'Keeping Children Safe in Education Statutory Guidance for Schools and Colleges' July 2015.

In order to obtain a List 99 check, evidence of date of birth, name and address must be supplied to the School Business Manager at least 48 hours before the result of the check is required, so that she can make the necessary checks with HR at Northamptonshire County Council.

Induction Arrangements

Volunteers

All volunteer helpers are required to have an induction with the Deputy Headteacher, or the Headteacher in her absence. Child protection procedures and confidentiality are covered, with responsibility of day to day management passing to the class teacher to act as line manager and direct their work.

Students are inducted by the Deputy Headteacher for child protection and confidentiality. She will carry out a further induction relating to school expectations of them and routines. A handbook of expectations and procedures is given to all volunteers during their induction.

Registers

All visitors to school, including students, enter through the front office and are required to sign in and out. None of the above mentioned are allowed to enter school without the necessary checks, whilst pupils are in school.

Supply teachers

All supply teachers in school are accessed through the Local Authority Supply list and approved agencies. Where possible we use the same teachers so that they have a full understanding of our school's policy and procedures.

All adults not employed by our school are required to meet on the main playground for a head count in the event that the fire alarm sounds. The office staff will check for them against the visitor's register and advise fire wardens.

Medical Care (in conjunction with the Child Protection Policy). Please also refer to the Medical Policy

Child needing immediate medical treatment:

If a child comes to school in need of immediate medical treatment they should initially be taken to one of the school's designated first-aiders, where appropriate action will be taken. This may result in a call to emergency services. Staff will not transport injured children in their own vehicles.

If in the judgement of the Headteacher & Designated Senior Lead, there are indications that the cause of the problem may be related to child abuse, the medical professionals must be informed. Provision of medical treatment should not be delayed by attempts to contact the parent or guardian in advance and in some cases of suspected child abuse it would be inappropriate to alert parents.

Child about whom there is a suspicion of possible abuse but no need for immediate medical treatment:

- If it is believed that a child may be suffering, or may be at risk of suffering significant harm, even in the absence of any physical evidence, this should be brought to the attention of the statutory child protection services immediately.
- It is good practice for professionals to discuss any concerns they have with the family and, where possible, to seek the family's agreement to making a referral to Social Care. Full details of any such conversation should be recorded. However there are exceptional circumstances where such discussion and agreement seeking would place the child at increased risk of significant harm. In these circumstances it can be appropriate to refer without agreement from the family, although Social Care will subsequently disclose the source of the referral to the family. In cases where a professional is acting in good faith on third party information it may not be appropriate for Social Care to reveal the source of the referral. In either event Social Care will advise the professional of their decision on this point.

Other factors relevant to the decision to refer without prior discussion with the family include:

- Issues of staff safety.
 - The risk of destroying evidence.
 - The likelihood of children or other family members being intimidated.
 - The possibility of an increased risk of domestic violence.
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- The possibility of the family moving to avoid professional scrutiny.
- Possible situation of FGM
- Teachers must not themselves take any further action although if a parent, guardian or other individual volunteers information this should be recorded and passed on.
- When it is believed that a child has behaved inappropriately to his or her peers, the Headteacher and DSL will work closely with other agencies to secure the best outcome for all children involved and their peers. This may result in a managed move to another school to protect all parties and ensure that the school continues to provide a safe learning environment for all. In this situation, the Headteacher and DSL will work continually with the host school to ensure the child and their family are adequately supported.

Should neither the DSL nor the Headteacher be available, concerns should be taken immediately to the Business Manager, who will contact the Headteacher or Deputy Headteacher for advice. In any event reporting suspicion of child abuse should not be delayed.

All staff receive regular training on how to spot not only the signs of abuse, but also children at risk of being involved in situations of FGM, Extremism and Child Sexual Exploitation (CSE). This ensures staff are vigilant and know the procedures to report any concerns. For more detailed information, please refer to the Child Protection Policy.

Medicine

If there is any doubt at all regarding medicine, a parent is contacted. School policy is that members of staff will only give medicines when the parent has completed and signed the appropriate form requesting that staff administer medicine; the decision to meet the request is at the discretion of the Headteacher. For the majority of medicines, a dose before and after school is perfectly adequate. Naturally, the parents should consult doctors before giving any form of medication. For matters of an intimate nature staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or Deputy Headteacher.

Medicine is stored in the medicine cupboard located in the Headteacher's office where pupils and non-employees are unable to enter. If a pupil requires drugs, such as Ritalin, they will be stored in the Headteacher's Office where there is limited access. However, medicine requiring refrigeration is kept in the fridge in the staffroom, where children have limited access. A record of any medicines in and out should be kept, including the amount administered. This document is kept in the Headteacher's office. The Office Staff must be involved prior to such medicines arriving on site and parents must fill out the appropriate form, before any medicine is administered on site. Medicine will only be released at the end of the day to a responsible adult for that child.

Intimate Care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan must be drawn up and agreed with parents for all children who require intimate care on a regular basis. This must be agreed with the Senco and Headteacher who will both monitor the situation at various points.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is always in the vicinity and is aware of the task to be undertaken.

Additional vulnerabilities that may arise from a physical disability or learning difficulty should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, their parents/carers and the organisation must be negotiated, agreed and recorded. In addition, the views and/or emotional responses of children with special educational needs, regardless of age and ability must be actively sought in regular reviews of these arrangements.

Where staff have to complete tasks beyond their normal duty, an agreement must be sought and the job description changed, before they carry out the above.

First Aid

The school's Admin Assistant and Headteacher has responsibility for the First Aid training and ensures that staff have current certificates.

First Aid during class times is available from adults with a current certificate. During lunchtimes, a designated lunchtime supervisor has responsibility for First Aid. All children are aware of the First Aid area for all breaks, which is located in the wooden shelters on the playground. At playtime, there are always a minimum of two adults to supervise the children and First Aiders are on call when required. An internal phone is located in the neighbouring year one classroom. The front office staff are available to support first aiders with second opinions. The school contacts parents with any non-emergency health concerns and invites them in to check their child/arrange for further medical treatment. Office staff will ring for an ambulance should one be required, and will notify the parents. The Headteacher should be made aware of any first aid concerns. In addition parents are always rung regarding bumps to the head and a letter is sent home. Any minor injuries are recorded in the First Aid book, which is kept in the staffroom. Letters are also sent home to parents, if First Aid has been administered for example scrape to the knee.

Health and safety on school site

All members of the school community are responsible for ensuring a safe site for our pupils and must not ignore any risks noticed.

The Site Manager has responsibility for site safety and carries out risk assessments and appropriate checks on the site with the Headteacher.

Where a critical incident occurs, that defined by injury, extensive damage to property, death or distress, the Critical Incident Policy should be adhered to.

Site security

The school provides a secure site, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- Pedestrian side gates should be locked at playtimes and lunchtimes.
- All Exit Doors should be closed to prevent intrusion.
- Visitors must only enter through the main entrance and after signing in at the office window. They should be given a visitors lanyard on entry.
- Children will only be allowed home with adults with parental responsibility or confirmed permission in writing or by telephone.
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out.

Should a child leave the school premises without permission then staff are to report the incident to the Headteacher immediately. Then parents and police will be informed of the circumstances. We would expect staff to aim to keep a watchful eye from a distance on the pupil where possible

Attendance

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone. The school works closely with the Local Authority whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the LEA and DFE through the census. It is also reported annually to all parents. The Headteacher monitors the punctuality and attendance of all pupils on a monthly basis and discusses this with parents when the need arises. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality. (Please refer to the school's Attendance Policy.)

Empowering children through the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. The school tackles this internally, but also invites outside agencies to support key messages, such as the NSPCC, Life Education Bus and the Emergency Services. Children are encouraged to explore and discuss these issues. Our values ensure that pupils are aware of Modern British Values and therefore develop a tolerance of others. This ensures that we are developing qualities such as tolerance, respect and self-belief, which will support them in making a positive impact on society and prevent them from different forms of extremism, (please see separate policy for more details).

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology.

Internet Safety

Children should be encouraged to use the internet as much as is possible, but at all times in a safe way. Teachers should ensure that this does happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher without delay.

Three lessons per year as a minimum are delivered in an age appropriate way to support the children's understanding of internet safety. Termly assemblies at an age appropriate level are also provided and reminders around the school of how to use the internet safely are on display. In addition the ICT co-ordinator keeps records detailing pupils who attended the lessons and when it was delivered.

With regards to social media, staff need to ensure they keep themselves safe and remain professional at all times. Therefore, staff are reminded frequently to maintain a professional distance and have signed a document demonstrating that they understand how to use social network safely.

Staff are not permitted under any circumstances to use their own mobile devices, cameras or other hand held devices to take pictures of any children. These devices should be left locked in kept in staff's personal belongings, which should be kept in areas where children are not permitted such as cupboards. Any misuse of hand held devices should be reported immediately to the Headteacher or DSL.

As part of their induction, new members of the team are given the Staff Code of Conduct to read, which is then discussed with a senior member of the existing team. This information is updated annually and given to all staff to re-read once it has been updated.

Equal Opportunities

The school ensures that equal opportunities are available for everyone, regardless of sex, class and ethnic group or ability range. Children with disabilities must be able to take a full and active part in every lesson and every measure will be taken to ensure this.

An incidence of bullying or harassment should be dealt with in line with the appropriate policies.

Educational visits

We have a fully trained Educational Visits Co-ordinator. All trips are risk assessed and counter signed by both the Headteacher and trips co-ordinator. Clear guidelines are given to all staff to follow concerning trips, so that they maintain the highest standards of safety. Please see the Guidance for School Visits, which is contained with the Emergency Plan. Please note a qualified first aider must be present on all school trips. In addition, we always over staff trips to ensure a good ratio of adults to pupils in the event of an emergency.

Where a critical incident occurs, that defined by injury, extensive damage to property, death or distress, the Critical Incident Procedure should be adhered to. Key actions are attached to this policy as appendix. (See the School's Critical Incidents Policy)

Key staff information and guidance

Please refer to the Staff Code of Conduct handbook

Propriety and Behaviour

Staff should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting.

This means that adults should not:

- Behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.
 - make sexual remarks to a pupil (including email, text messages, phone or letter)
 - discuss their own sexual relationships with, or in the presence of, pupils
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- discuss a pupil's sexual relationships in inappropriate settings or contexts
- Make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

Dress and Appearance

Staff dress and appearance should be appropriate to their professional role and may be different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation. Staff may be requested not to wear clothing which is seen to be inappropriate.

Clothing should:

- be appropriate to staff role
- not be worn if it is likely to be viewed as offensive, revealing or sexually provocative
- be absent of any political or contentious slogans
- Not be considered discriminatory.

Gifts

There are occasions when children or parents wish to pass gifts to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Similarly, it is inadvisable to give gifts to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return.

Any reward given to children should be consistent with the school's Behaviour Policy and not be based on favouritism. Where gifts are given ensure that these are of insignificant value and given to all children equally.

Social Contact

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Staff should not give their personal details such as home/mobile phone number; home or e-mail address to pupils unless the need to do so is agreed with the Headteacher.

Internal e-mail systems should only be used in accordance with school policy, see acceptable use policy.

Some staff may be parents of children in school and their children may have social contact with children outside school. These staff should be particularly aware of potential problems and issues and they should not behave in any way which would compromise their role in school. Staff should report and record any situation which they feel might compromise the school or their own professional standing.

Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible and passed to the Headteacher.

Physical contact, which occurs regularly with an individual child or young person, will be within either an IEP or handling or medical plan. Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the child for the minimum time necessary.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. It is recognised that many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively by helping them to understand the importance of personal boundaries.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Children with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

This means that adults should:

- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- never touch a child in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- Never indulge in horseplay, tickling or fun fights.

Pupils in Distress

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age - appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from the Headteacher. Staff should inform the Headteacher of any situations which give rise to concern.

Volunteers and students should not physically make contact with children in distress and should make staff aware of any distressed children they observe.

Behaviour Management

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools and force should not be used as a form of punishment. Equally, staff should not use any form of degrading treatment to punish a pupil. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Staff should adhere to the school's behaviour management policy and keep senior staff aware of any significant issues. For further guidance see School's Behaviour Policy.

Care, Control and Physical Intervention

At our school, we only intervene physically where there is no other option. The circumstances in which staff can intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Staff should have regard to the health and safety of themselves and others. The use of unwarranted physical force is likely to constitute a criminal offence.

In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported. Physical restraint or team teach may only be used in an emergency situation by those members of staff who have been appropriately trained. Such incidents should be reported to the Headteacher immediately.

Where pupils require regular physical contact with staff to enable their needs to be met, a Handling Contract will be established with staff and parents so there are clear guidelines for all. Appropriate training will be sourced for those members of staff involved.

Sexual Contact with Young People

Any sexual behaviour by a member of staff with or towards a child or young person is both inappropriate and illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not. This includes the prohibition on adults in a position of trust.

The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

One to One Situations

Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

This means that adults should:

- avoid meetings with pupils in remote, secluded areas of school
- ensure there is visual access and/or an open door in one to one situations
- always report any situation where a child becomes distressed or angry to a senior colleague
- Consider the needs and circumstances of the child/children involved.

Volunteers and students should not put themselves in one to one situations with children unless they have been asked to escort children to a stated destination in school.

A Safeguarding file is maintained, including records of racist and bullying incidents, key policies, Single Central Record (SCR) information and other key aspects. The file is kept in the Headteacher's office.

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