

STANNINGTON INFANT SCHOOL

Policy for Child Protection & Safeguarding

Policy accepted March 2017

Reviewed Annually





Stannington Infant School Policy for Behaviour

Stannington Infant School Vision

- To encourage a caring and positive attitude amongst the children towards all others and their environment.
- To provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.
- To provide an inclusive, safe, secure, healthy and happy environment.

Stannington Infant School fully recognises its responsibility for child protection and Safeguarding. Our policy applies to all staff, governors and volunteers working in school. It links to the agreed Local Authority policies on Safeguarding children.

Stannington Infant School is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The School's Child Protection policy draws upon duties conferred by the

- Children Acts 1989 and 2004
- The Children and Families Act 2014
- Section 175 of the 2002 Education Act
- Guidance contained in 'Working Together to Safeguard Children'
- DfE's statutory guidance 'Keeping children safe in education' March 2015,
- Ofsted Safeguarding Guidance June 2015.
- Sheffield Safeguarding Children Board.
- The Counter-Terrorism and Security Act 2015 (The Prevent Duty)

POLICY AIMS

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their role
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed 'vulnerable'
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers

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- Outline how complaints against staff will be handled
- Set out expectations regarding record keeping
- Clarify how children will be kept safe through the everyday life of the school
- Outline how the implementation of this policy will be monitored

This policy should be read in conjunction with other policies relevant to the safety and welfare of children e.g. Behaviour, Anti –bullying, E safeguarding, Personal Social Health Emotional (PSHE).

RESPONSIBILITIES AND IMMEDIATE ACTION

Safeguarding children in our school is the responsibility of the whole school community. All adults working in this school (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Leads who are members of the school’s leadership team

The Designated Safeguarding Lead (DSL) is Sarah Binns (Headteacher)

The Deputy Designated Safeguarding Lead (DDSL) is Liz Harris (Deputy Head)

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection investigation and co-ordinates the school’s representation at Child Protection conferences and Core Group meetings. When an individual concern/incident is brought to the notice of the DSL, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. However any staff member can make a referral in exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken.

Types of child 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. They may be abused by an adult or adults or another child or children.

Physical abuse: is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

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, cuts, burns, scalds, bite marks

Emotional abuse: is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child’s emotional development. Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. Emotional

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abuse may involve serious bullying, including online bullying through social networks, online games or mobile phones.

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

Sexual abuse and exploitation: is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

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 ask others to behave sexually or play sexual games
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy

Child sexual exploitation: is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- 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 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 don't take part in education

Neglect: is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A

parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

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, 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 fail to receive basic health care
- Parents who fail to seek medical treatment when their children are ill or are injured

Female Genital Mutilation (FGM)

Female Genital Mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In England and Wales, 23,000 girls under 15 could be at risk of FGM.

Some of the following signs may be indicators girls at risk:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHCE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.

Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

Preventing Radicalisation

The Counter- Terrorism and Security Act 2015 places a duty on Local Authorities and children's service providers, to have due regard to the need to prevent people from being drawn into terrorism ('The Prevent duty').

Building children's resilience to radicalisation;

Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

Personal, Social, Health, Citizenship and Education (PSHCE) is an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHCE, such as resilience, determination, self-esteem,

and confidence. This helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. Pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

REFERRALS

If you are concerned that a child or young person is being abused or neglected, and need immediate support/advice ring Sheffield Safeguarding Children's Board 0114 2734855

The First Response Team (based within the MAST) is responsible for responding to a referral about a child/young person or member of their family. Stannington Infant School is based within the Mast North Area. Contact 0114 2331189

These teams take responsibility for:

- Providing advice and guidance in response to contacts/referrals from other professionals
- Identifying whether a child and family can be supported through existing local services, enhanced supportive work through MAST or its Partners, or a more detailed assessment is required
- Identifying any immediate Child Protection Concerns that may require a social work assessment
- Responding to requests for service summaries (Initial or Core Assessments) from Social Care for a child or family as part of a jointly worked plan or exit strategy from Social Care services

VULNERABLE PUPILS

Stannington Infant School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. It is also recognised that some children abuse others. This requires a considered, sensitive approach in order that both the child perpetrator and the child victim can receive appropriate help and support.

This school will endeavour to support pupils through:

- The curriculum to encourage self-esteem and motivation
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- The implementation of school behaviour management policies
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported from within the school setting.
- Regular liaison with other professionals and agencies that support the pupils and their families
- A commitment to develop a productive, supportive and knowledgeable staff group, trained to respond appropriately in child protection situations

We recognise that, statistically children with behavioural difficulties and disabilities are most vulnerable to abuse and that school staff will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, parental mental health problems, children may also be particularly vulnerable and in need of support or protection.

TRAINING

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Whole school training on safeguarding will be organised on a least a three yearly basis. All newly recruited staff (teaching and non-teaching) and Governors will be apprised of this policy and will be required to attend relevant LA or Safeguarding Board Training. In addition, all new staff and temporary staff will be required to attend an induction session with the DSL or their deputy on their first day in the school. The DSL and the Deputy will attend the LAs dedicated induction course and then refresher training at least every two years. All training is checked against criteria set out in the 'Safeguarding Annual Report' to Governors.

Governors will be offered further training through the governor's support package.

RECRUITMENT

Stannington Infant School is committed to the process of creating a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children. Safe recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity and qualification checks. References will be verified and appropriate criminal record checks [Disclosure and Barring Services checks – (DBS)], barred list checks and prohibition checks will be undertaken. The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in the school, as outlined in Part three of the DfE guidance 'Keeping children safe in education'. We also have regard to DfE's statutory guidance for schools about the employment of staff disqualified from childcare 'Disqualification under the Childcare Act 2006', which also contains information about 'disqualification by association'.

Relevant members of staff and governors who are involved in recruitment will undertake the safer recruitment training in line with staffing regulations.

VOLUNTEERS

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures and Criminal Records Checks. There is no legal requirement to obtain DBS certificate for volunteers who are not in regulated activity and who are supervised regularly and on an ongoing day to day basis by a person who is in a regulated activity, but an enhanced DBS check without a barred list check may be requested following a risk assessment. Volunteers will be subject to the same code of conduct as paid employees of the school.

Voluntary sector groups that operate within this school or provide off –site services for our pupils or use school facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the Sheffield Safeguarding Board. Premises lettings are subject to acceptance of this requirement.

STAFF CODE OF CONDUCT

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the School's Behaviour Policy. Whilst it would be unrealistic to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil, for their own protection or others' safety, this will be appropriately recorded and reported to the Headteacher and parents. Any physical restraint used will comply with DfE and LA guidance.

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity. Children requiring regular medication or therapies for long term medical conditions will be made the subject of a Medical Care Plan that has been agreed with the parents.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. For example during a 1:1 learning session the door should remain open. School staff should also be alert to the possible risks that might arise from social contact with pupils outside the school. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher.

Staff will adhere to the Staff Code of Conduct within the School E-Safeguarding Policy.

Staff must be aware of the school's whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Headteacher or the Deputy Headteacher in their role as DSLs. It should be shared with the Chair of Governors if it relates to the Headteacher.

COMPLAINTS/ALLEGATIONS MADE AGAINST STAFF.

All complaints will be brought immediately to the attention of the Headteacher or the Deputy DSL if the Headteacher is not available and nothing should be said to the colleague involved. In cases where the Headteacher is the subject of the allegation or concern, it will be reported to the Chair of Governors, in order that s/he may activate the appropriate procedures. These procedures are used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

All allegations should be dealt with by the Headteacher or the Chair of Governors. These should be responded to quickly, fairly and consistently, protecting the child/young person, whilst supporting the person subject to the allegation. The Headteacher or Chair of Governors should inform the Local Authority Designated Officer (LADO) who will investigate to consider if they meet the criteria.

LADO: Sheffield Safeguarding Children Advisory Service Tel 2053535 (Monday – Friday 9.00am – 5.00pm)

(see Allegations of abuse against staff in educational settings –

www.safeguardingsheffieldchildren.org.uk)

RECORDS

Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils.

All records should:

- Be factual, evidenced, concise, complete, accurate and objective
- Include full names, dates, role/relationship to student
- Be securely stored in CPOMS

A safeguarding record will be completed for each pupil when a safeguarding concern is identified.

The record should be in date order & include:

- Chronology of the contents

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- Record of all discussions and meetings relating to the pupil
- Copy of any other documents e.g. reports, assessments, minutes of conferences, core groups etc
- Letter of confirmation if a pupil is made or is no longer subject to a Child Protection Plan

Each file record should include:

- Date and time of;
- When you obtained the information and from whom
- The alleged incident and/or when your concern began
- Details of your concerns, what gave rise to them, and any discussions about this
- All action you have taken
- The extent and nature of any involvement by other professionals, and their full details

Storage:

- All individual hardcopy safeguarding files should be stored in a locked cabinet
- Access to child protection information is only via the Head Teacher, Designated Safeguarding Lead or Deputy (DSL or DSD)
- Early intervention information must be securely archived until 25 years after last action
- Child protection information must be securely archived until the person reaches 85 years

PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the children.

Children must NOT be told that any disclosures will be kept secret because information may need to be reported to Social Services or the police, however, the adult dealing with a concern should not discuss the matter with anyone other than the DSLs. The DSLs will decide who needs to know and be involved in further investigations.

Children should know that someone else may need to be told in case further action needs to be taken, to keep them safe.

WORKING IN PARTNERSHIP WITH PARENTS

It is our policy to work in partnership with parents or carers to secure the best outcomes for our children. We will therefore communicate as clearly as possible the aims of our school;

- We will use clear statements in our brochures and correspondence.
- We will be alert to the needs of parents/carers who do not have English as their first language and will utilise the translation services as necessary.
- This policy will be on the school's website.
- The Sheffield Safeguarding Children Board policies will also be signposted from the school website.

PHOTOGRAPHING AND VIDEOING

There has been a lot of controversy recently about adults photographing and filming young people. The concerns are genuine, however at Stannington Infant School we have taken a sensible, balanced approach, which allows parents to photograph and film providing they follow certain guidelines:

- Parents consent to school taking photographs and using them on the school website or around school by signing a permission slip upon entry to school.
- School photographs that are for use outside of school are anonymous unless specific permission has been received from parents.
- Parents taking photographs are reminded that they are for personal use only

THE HEALTH AND SAFETY POLICY (please also refer to full policy)

The school has a health and safety policy, which is monitored regularly by the relevant committee of the school governors.

The Headteacher, with responsibility for Health and Safety, the Site Supervisor and the Governors with responsibility for Health and Safety fulfil the aims of our H&S policy as follows;

- To ensure that the school is always a safe and healthy place in which to work.
- To regularly monitor and review safety procedures throughout the school.
- To raise awareness among all users of the school as to their responsibility for themselves and others.
- To ensure the dissemination of all relevant information from the LEA and other bodies to the correct user[s].
- To create and update a central file containing relevant health and safety information.

Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment.

There is also a critical incidents plan that details what staff and parents should do in the case of emergencies.

In addition to the Health and Safety Policy there are policies regarding Food and Drink and Food and Hygiene. These determine safe practices in school and the Kitchen/ Dining Room.

SITE SECURITY

Stannington Infant School provides a secure site, which is controlled by precise management directives, 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:

- Gates should be locked except at the start and end of each day.
- Doors should be closed to prevent intrusion but to facilitate smooth exits.
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office window.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows.
- 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 have been informed never to chase after a child, but rather to report immediately to the HT and school office. Then parents and police will be informed of the circumstances.

ATTENDANCE

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone immediately. If there is no notification school has a policy of phoning home on the first day of absence to ascertain each child's whereabouts.

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The school works closely with the Local Education Authority's Welfare officer whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the LEA, annually to the government and to all parents. 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.

EQUAL OPPORTUNITIES (please also refer to full policy)

Our equal opportunities policy states

“At Stannington Infant School we continuously strive to ensure that everyone in school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, age, sexuality or disability. We believe that diversity enriched our lives and is to be valued.”

BEHAVIOUR POLICY & ANTI BULLYING POLICY (please also refer to full policy)

Good behaviour is essential in any community and at Stannington Infant School we have high expectations for this. We have a behaviour management policy and parents are informed of our approach in the school prospectus.

Stannington Infant School definition of bullying is: “A systematic and extended victimisation of a person or group, by another or group of others.”

The school's response to this is unequivocal. Adults must be informed immediately and action will take place.

THE ROLE OF THE GOVERNING BOARD

The Governing Board will ensure that they comply with their duties under legislation and that the policies, procedures and training in the school are effective and comply with the law at all times.

The Governing Board will ensure that the school contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children' and that the school's safeguarding arrangements take into account the procedures and practice of the LA/Sheffield Safeguarding Children Board.

The Governing Board will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the designated governor or the Headteacher.

The Governing Board has nominated Elizabeth Tunnard as the link governor for safeguarding.

Concerns about and allegation of abuse made against the Headteacher will be referred to the Chair of Governors who will liaise with the LADO and partner agencies and will attend any strategy meetings called in respect of such an allegation.

As good practice, the Headteacher will provide reports at each Governing Board meeting, outlining details of safeguarding issues that have arisen during the term and the outcomes. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

Also as good practice, the nominated governor will meet on a regular basis with the Designated Safeguarding Lead to monitor both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding.

MONITORING

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- The policy will be updated annually
- The safeguarding agenda will be activity promoted on the school website, newsletters and through ongoing varied work with the children during the school day
- The DSL will provide termly anonymised information to Governors about safeguarding in the Headteacher's report. In addition Governors will be notified of any policy amendments.
- The school's SLT will monitor incidents that fall within the scope of this policy by regularly tabling it as a meeting agenda item and through ongoing communication between the designated and deputy designated safeguarding leads.
- Cases will be followed up and if necessary closed as a result of ongoing, rigorous and meticulous record keeping and communication with outside agencies and between the designated and deputy safeguarding leads
- Annual questionnaires about behaviour and safety are completed by pupils and there is a question about safety on the annual parent questionnaire too.
- We familiarise ourselves with the latest Ofsted guidance and ensure that we have procedures in place to meet the monitoring guidance contained therein.

COMPLAINTS

All complaints arising from the operation of this policy will be considered under the school's complaint procedure, with reference to the LA/Sheffield Safeguarding Children Board services if necessary.