

# Elmridge Primary School

## Child Protection & Safeguarding Policy

Policy Version			
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		<p>references the addendum to this policy.</p> <p>*Amendment to paragraph explaining Operation Encompass. Additional bullet point in relation to the criteria for an allegation.</p> <p>*Update to Operation Encompass Flowchart.</p> <p>Amendment to First Response email.</p> <p>Amendment to TSSP email.</p> <p>*Amendment to appendix in relation to COVID-19 measures in light of settings fully opening</p>	
22.1.21		Amendment to Appendix 10 - COVID-19 measures in light of January 2021 School Closure.	Mark Edmundson

This policy will be reviewed every 12 months or in light of a change to local and Government legislation.

The Dunham Trust believes it makes a significant contribution in transforming children's life chances. Our aim and commitment is to transform schools into sustainable learning academy communities.

*“We aim to ensure that, for everyone involved, excellence and equity become and remain a reality”*

*“They come this way only once so we should litter their pathways with quality experiences”*

We believe that we are able to help our academies and their young people to aspire to and achieve success. To do this, we are committed to ensuring that every child and young person has a pathway to succeed that:

- gives the best possible start in life
- equips them with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen
- ensures continued success in his/her future and contributes to the local community

Our aims for ‘Improvement’ are designed to ensure all academies are consistently benchmarked against key improvement priorities. This framework will ensure effective progress across the Trust, whilst at the same time, leaving space for autonomy at the school level. It will:

- focus efforts on what really matters, i.e. our vision, principles and commitment to the children, young people, families and communities that we serve.
- provide a flexible approach to improvement that meets the needs of each Academy. This will involve a commitment to immediate improvement in each individual context, professional development and a collaborative approach that engages with improvement projects designed to build capacity, an approach that is responsive, reflective and sustainable.
- focus on outcomes, understanding that these are not negotiable. We are committed to a no-excuses culture. In achieving these outcomes, all will focus on individual responsibility and collective accountability for success

The Trust has a responsibility to ensure the success of each academy by allowing every pupil to maximise his/her potential. As an academy sponsor there will be an expectation for joint working across individual academies. The Trust is committed to high quality academy improvement activity, networking and development and research. Equally, the promotion of sport, outdoor education and the creative arts will be important in the development of pupil self-esteem and building learning skills.

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## **Introduction**

This policy has been developed to ensure that all adults in **Elmridge Primary School** are working together to safeguard and promote the welfare of children and young people.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare. This policy applies to all School staff, Directors of The Trust, Local Governors, visitors, volunteers, parents and pupils. Everyone who comes into contact with children and their families has a role to play.

The Head of School, or in their absence, the authorised member of staff; the Deputy Head, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

This policy brings together the School's approach to Child Protection and Safeguarding. Child protection is the protection of children from violence, exploitation, abuse and neglect. School's child protection responses are functional and designed to protect a child in immediate danger and outline the procedures that will take place in order to Safeguard pupils. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children 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;
- taking action to enable all children to have the best outcomes.

Ofsted has defined the term 'safeguarding pupils' as:

***'The process of protecting pupils from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables pupils to have optimum life chances and enter adulthood successfully.'***

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of **Elmridge Primary School**. This policy complements and supports other relevant school policies.

Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2015' (updated 2018), **Elmridge Primary School** will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

### **Ethos**

**Elmridge Primary School** aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

The Continuum of Needs and Response and the Early Help Assessment is embedded into everyday practice and procedures when responding to children's need. The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school have a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) and Trafford Safeguarding Children Board's procedures.

### **Purpose and Principles**

The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Elmridge Primary School have in place for safeguarding and promoting the welfare of its pupils/students. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to the safeguarding process.

This policy:

has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2019, and any other relevant UK legislation and

government guidance.applies at all times when the school is providing services or activities directly under the management of the Elmridge Primary School staff is publically available on the school's website. This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

- Anti-Bullying Policy
- Behaviour Management Policy
- Staff Code of Conduct
- IT/Online Safety Policy
- Whistle blowing Policy
- Children missing from Education

### **Partners**

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA)

A clinical commissioning group for an area within the LA

The chief officer of police for a police area in the LA area

### **Key Information**

Below is a table of people with specific lead responsibilities around safeguarding.

Debbie Pattison	Chair of Governing Body Contact Telephone: 0161 980 4941 Contact Email: <a href="mailto:elmridge.admin@elmridge.trafford.sch.uk">elmridge.admin@elmridge.trafford.sch.uk</a>
Chris Smith	Nominated Governor for Safeguarding Contact Telephone: 0161 980 4941 Contact Email: <a href="mailto:elmridge.admin@elmridge.trafford.sch.uk">elmridge.admin@elmridge.trafford.sch.uk</a>
Mark Edmundson	Head of School Contact Telephone: 0161 980 4941 Contact Email: <a href="mailto:hos@elmridge.trafford.sch.uk">hos@elmridge.trafford.sch.uk</a>
Mark Edmundson	Designated Safeguarding Lead Contact Telephone: 0161 980 4941 Contact Email: <a href="mailto:hos@elmridge.trafford.sch.uk">hos@elmridge.trafford.sch.uk</a>
Zoe Pilkington	Deputy Designated Safeguarding Lead Contact Telephone: 0161 980 4941 Contact Email: <a href="mailto:zoe.pilkington@elmridge.trafford.sch.uk">zoe.pilkington@elmridge.trafford.sch.uk</a>

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 Lead who is a member of the school's leadership team.

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the school's representation at Child Protection Conferences and any other relevant meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue.

Arrangements are in place to ensure that at least one of the DSL trained persons in school is available when children are taking part in school led activity, this includes before and after school clubs and other extra-curricular activities.

If a child is in immediate danger or is at risk of harm, a referral will be made to Trafford Council's First response Team (children's social care) and/or the police immediately. Anyone can make a referral. Contact details for First Response can be found in Appendix 4.

All verbal conversations that take place regarding safeguarding concerns will promptly be recorded in writing.

### **Covid 19 Pandemic**

The effects of the Covid 19 pandemic have had far reaching consequences, especially on the way that schools function. In light of the way our setting has operated throughout the national lockdown and afterwards, an addendum to our Safeguarding and Child Protection Policy has been applied and will continue to be in place until such time as we return to business as usual. The addendum to the policy was written with regard for the UK Governments 'guidance for schools and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) outbreak'<sup>1</sup>, and can be found in appendix 9 in this document. It was formally agreed by the Governing Body on 22.6.20.

### **Creating a Safeguarding Culture**

It is important to us at Elmridge Primary School that all children feel safe and supported in our setting.

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<sup>1</sup> <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

Safeguarding is our priority across all aspects of our work and our policy underpins the rigorous practice that takes place in the school to best protect our students.

All staff are aware of the categories of abuse, which are:



The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse can be found in Appendix 3. Staff are also made aware of other key safeguarding topics that, these are:

Bullying & Cyberbullying	Child Sexual Exploitation	Children with SEN and/or disabilities	Contextual Safeguarding
Criminal Exploitation <i>'County Lines'</i>	Domestic Abuse	Early Help	Female Genital Mutilation
Gangs & Youth Violence	Hate	Peer on Peer Abuse	Preventing Radicalisation & Extremism
Private Fostering	Relationship Abuse	Sexting	Trafficking

The definitions of the above can be found in the glossary. Information and learning relating to the above topics is shared in school, but staff are also encouraged to undertake their own learning. More information in relation to staff training etc. can be found in the 'Staff learning and development' section of this policy.

Additional to the above, Elmridge Primary School recognises the significant impact domestic abuse can have on children and young people, therefore we have signed up to Operation Encompass.

Operation Encompass is a system which facilitates the sharing of information relating to domestic incidents where children live or frequent. The process for sharing information through Operation Encompass can be found in Appendix 1.

Child Sexual Exploitation (CSE) is also a key safeguarding topic, which all staff are aware of and report their concerns regarding CSE via the schools normal reporting channels. The definition of child sexual exploitation can be found in the glossary. Signs and symptoms of child sexual exploitation can be found in Appendix 5.

Staff are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/>. The school recognises and adheres to its mandatory duty to report any suspected or known cases of FGM about a female under 18 years old to the police.

If a member of staff becomes aware of a private fostering arrangement they will notify the DSL or their deputy as soon as possible, the DSL will then fulfil their mandatory reporting duty to all instances of Private Fostering to the local authority. Private Fostering is defined in the glossary. All cases of known or suspected 'Honour-based' violence will be reported via the school's normal channels and the appropriate professional advice sought and external referrals completed.

Incidents of peer-on-peer abuse may need to be dealt with in various ways, incidents of bullying will be dealt with via the schools anti-bullying policy and behaviour policy. Incidents which take place outside of school may need to be addressed in school however the school are clear that where professional advice needs to be sought, it will be. The schools DSL will consult MARAT on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime.

The school adopts the UK Council for Child Internet Safety guidance 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' in respect of our response to sexting. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found in Appendix 6.

All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advice for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in Appendix 3.

Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidentially.

Elmridge Primary School uses CPOMS (Child Protection Online Monitoring System) for recording all safeguarding and child protection information. Written records produced prior to school's use of CPOMS have been saved and a summary of these scanned to each pupil's CPOMS record to ensure continuity of information. Each pupil in school has their own section on CPOMS although the system has the capacity to link information to siblings. Teaching staff have individual log ins to the system. All staff know that if they have any information about a child that gives them reason to suspect abuse of any form has occurred, they must inform the DSL immediately. They will be asked to explain their concerns and these will be recorded in writing and added to the CPOMS system. Referral forms to MARAT etc will also be saved on the CPOMS system as will meeting minutes, written records of phone calls and conversations with other professionals and parents.

The CPOMS system allows alerts to be sent to the DSL to indicate a teacher has added information to a pupil's record on CPOMS. Staff are instructed that these alerts can be for pastoral concerns or medical information but any child protection information must first be discussed with the DSL prior to any entries on CPOMS. This ensures that child protection/safeguarding concerns are dealt with promptly and immediate action taken if appropriate.

Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will be informed if a referral is to be made Trafford First Response or any other agency.

Parents/carers will not be informed if it is believed that by doing so would put the child at risk or if it is believed that doing so would jeopardise a police investigation. In such cases the Designated Safeguarding Lead will seek advice from Trafford First Response.

In the event of a pupil causing concern transferring to another school, the school will:

- Find out the name of the receiving school
- Contact the relevant member of staff at that school to discuss the transfer;
- Send all information relating to the pupil to the receiving school (separate to the main pupil file)
- Check with the receiving school that the pupil has actually arrived there on the expected day
- Inform all of the relevant agencies of the transfer.

In the event of a pupil causing concern transferring to a school within The Trust, the school will make immediate contact with the previous school and request to speak to the DSL or DDSL.

All information is handled in line with HM Government guidance – Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018.

### **Safeguarding Documents Sent For Referrals**

All referrals and records of conversations made to external agencies must be signed, dated and at the time the conversation /call took place and must have an outcome. Records are to be collected and stored in line with the School's Data protection Policy. Any and all referrals made are to be sent via email protected with a password or via secure email or post.

### **Safeguarding/Child Protection Files**

Files are to be retained for the period of time prescribed by the Trusts records Management Policy.

### **School Training and Staff Induction**

All staff (including temporary staff and volunteers) are provided with the school's Safeguarding & Child Protection Policy and informed of school's Safeguarding & Child Protection arrangements on induction. This includes training on the schools approach to the safety and security of any and all safeguarding data, in accordance with the school's Data Protection Policy.

### **Confidentiality**

The right of the child to confidentiality and privacy will be respected and all communications about any safeguarding case will be kept to a minimum on a 'need to know' basis.

Pupils should be reassured that their best interests will be maintained. However, staff cannot offer or guarantee confidentiality and should ensure that the pupil understands that all disclosures made to the adult will be shared with the DSL.

When confidentiality has to be broken, the student should be supported, as appropriate and reassured about the school's 'duty of care'. Parents should not be informed of concerns unless it is deemed to be in the child's interest. (In this policy statement, "parents" means all those having a parental responsibility for a child.)

It is noted that:

Timely information sharing is essential to effective safeguarding

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

### **Record Keeping**

School will hold records in line with our Records Management Policy.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

*Information sharing only takes place between organisations that support the school in relation to safeguarding arrangements and such is completed in line with the Confidentiality section of the policy.*

### **A safeguarding curriculum**

Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, they too can play a large part in keeping themselves and their peers safe from abuse and neglect. Elmridge Primary School has

identified a group of 6 Key Stage 2 pupils who have been trained as 'Safeguarding Ambassadors' and give out information about safeguarding in assemblies and class talks. The information covers what pupils can do if they are worried and how they can keep themselves safe.

The 'Safeguarding Ambassadors' are taught that if they are concerned about another pupil, they must approach a member of staff immediately. Pupils are taught that the 'Safeguarding Ambassadors' are not in place of school staff and cannot deal with allegations of abuse.

An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe.

This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Pupils will be taught preventative approaches through the curriculum, in PSHE, Citizenship and Circle Time and in assemblies about different kinds of child abuse and neglect, equipping them with the skills they need to help them stay safe. The most appropriate approach is skills-based, set alongside a knowledge component, with an emphasis on helping pupils to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.

Child safeguarding will be interwoven with many aspects of the existing curriculum. It can help pupils to:

- Promote their understanding of relationships, the interaction between relationships and the key concepts
- Increase self-esteem and awareness
- Make judgements and solve problems
- Be assertive
- Recognise, accept and express feelings
- Explore the nature of trust
- Identify 'safe' adults within personal safety networks
- Take decisions and accept responsibility for self and others
- Be self-reliant and independent

The school will encourage pupils to feel safe and to talk about their feelings, thereby:

- Reducing isolation in the emotions they experience
- Relieving tension by enabling pupils to talk and be listened to
- Providing an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs
- Allowing pupils to perceive situations more clearly for planning an action or change

- Making pupils feel protected by a culture which actively promotes a 'listening environment'

All pupils need to know what to do in case someone tries to harm them. Knowing that when pupils are abused or harmed, the abuse or harm may be perpetrated by someone they know; teaching pupils to avoid dangerous situations and to recognise inappropriate touching and comments can encourage them to trust their own judgement and to feel safer, more aware and confident.

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.

Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. The school has clear systems in place for children to share any concerns or worries they may have via means other than telling an adult, for example worry boxes, peer support and SEAL resources.

Instances of children who are missing from education are dealt with under the school's children missing from education policy, which sets out the school's approach to tackling this issue, and the steps school will take when a child has poor attendance and/or are regularly missing. To assist with the above, and other incidents, parents should ensure that the school has at least two up to date emergency contacts for their child/children. This is to ensure school have other means of contacting a key adult.

The school takes an active stance on meeting the duties placed upon them by the Counter Terrorism and Security Act 2015 (The Prevent Duty), and we have created a culture which embraces the fundamental 'British values'. To ensure compliance with the Prevent Duty, the school:

Ensure staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified

Build resilience and capacity in the students by promoting the fundamental British values and enabling them to voice and challenge views in a safe space

The school understands that children with special educational needs and disabilities can face additional safeguarding challenges, and staff are to constantly challenge their own thought process in scenarios like this. This is to ensure that additional difficulties aren't straight away related to the special educational need or disability, and that staff are considering the risk of abuse or neglect just as much.

### **Staff Learning and Development**

Learning about safeguarding is given a high priority at Elmridge Primary School. Expertise is extended effectively and internal capacity is built up. Managers ensure that staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site. All staff (including temporary staff and volunteers) are provided with the school's child safeguarding policy and informed of school's child protection arrangements on induction. This includes training on the Schools approach to the safety and security of any and all safeguarding data, in accordance with the School data Protection Policy.

All new staff to the school have a comprehensive induction, this includes reading and understanding:

- Information sharing: advice for practitioners who are providing safeguarding services
- Part one and Annex A of 'Keeping children safe in education 2020'
- School Behaviour Policy
- School Policy for Children Missing from Education
- Staff Code of Conduct
- This Safeguarding & Child Protection Policy
- 'What to do if you're worried a child is being abused' guidance
- Designated staff are trained in specialist areas of work, such as:
  - Designated Safeguarding Lead
  - Mental Health Champion
  - Domestic Abuse Champion etc.
- Designated Teacher for Looked After Children
- A variety of learning materials on safeguarding are made available in school to ensure staff continually develop their understanding and practice around safeguarding, these include:
  - Leaflets
  - Mentoring
  - Online learning
  - Posters in the staff room detailing referral processes and key topics
  - Shadowing

- Staff handbook
- Staff induction pack
- Standing agenda item staff meetings
- Training
- Video
- Workbooks
- NSPCC (monthly) and Andrew Hall (weekly) email updates for staff and governors

All learning and training is documented as part of the member of staff's personnel file, which also helps us map learning needs across the staff team for further development. A checklist is used as part of the induction process, and thereafter in the performance management process to ensure all compulsory learning has taken place. A blank copy of this form can be found in Appendix 7.

Safeguarding is always re-visited at least on an annual basis in staff performance management sessions, to ensure they are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be.

All training events are offered out to all volunteers working in school and the governing body, to ensure they too have the opportunity to understand the processes and practices as they apply in the school.

Elmridge Primary School has a strong working partnership with Trafford Strategic Safeguarding Board, which assists us in making sure that all of our learning and development activity is in line with statutory guidance, and other local guidance.

As and when required, other external agencies may be consulted to assist with staff learning and development.

### **Safer Recruitment**

Senior managers and the governing body ensure that stringent recruitment and vetting procedures are in place for staff and other adults, and that nobody commences work unless all necessary checks are complete to a satisfactory level. The same rigour is applied when appointing volunteers. KCSiE Sep 2019 guidance is used?

Checks undertaken include:

Enhanced Criminal Records Bureau Check

Barred List Check (if working regulated activity)

Two professional references

Overseas police checks (if appropriate)

Identity confirmation	Confirmation of right to work in the UK
Qualification check	Confirmation of professional registration (if appropriate)
Staff suitability declaration (if appropriate)	Prohibition from teaching check (only if employed as a teacher)
Establish confirmation of physical and mental fitness for the role	

A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the schools single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file.

Many of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position working in the school (paid or unpaid) will be trained in safer recruitment.

Where children are involved in the recruitment process, they are briefed for this role and for the need of confidentiality.

All contracts with supply agencies are specific about what checks need to be complete before any individual commences work at the school, and that they will be expected to present identification upon arrival.

More information can be found in Appendix 2 relating to when a barred list check would be carried out.

References will always be sought before confirming a person's appointment, these will be written and about previous employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.

### **Managing Allegations Against Professionals Who Work With Children**

An allegation is any information which indicated that a member of staff (paid or voluntary) may have:

- 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 such a way that indicates he or she may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applies to any child the member of staff has contact with in their personal or professional life.

All staff are reminded of the school's Whistleblowing Policy which can be found on the school's shared server.

Safeguarding or child protection allegations about members of staff must be reported immediately to the Head of School, or in their absence the Assistant Head Teacher. Allegations concerning the Head of School should be referred to the Chair of Governors, using the contacts details set out in the key information section of this policy.

These concerns will be discussed with the Local Authority Designated Officer (LADO) immediately. Contact details for the LADO for Trafford can be found in Appendix 4.

Initial discussions with the LADO will consider the nature of the allegation and the course of action.

### **Glossary**

A Child	A person who has not yet reached their 18 <sup>th</sup> birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"> <li>• repeated</li> <li>• intended to hurt someone either physically or emotionally</li> <li>• often aimed at certain groups, for example because of race, religion, gender or sexual orientation</li> </ul>
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Children with Special Educational Needs and/or disabilities	<p>SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.</p>
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	<p>any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:</p> <ul style="list-style-type: none"> <li>• psychological</li> <li>• physical</li> <li>• sexual</li> <li>• financial</li> <li>• emotional</li> </ul>
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.
Emotional Abuse	<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p> <p>It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.

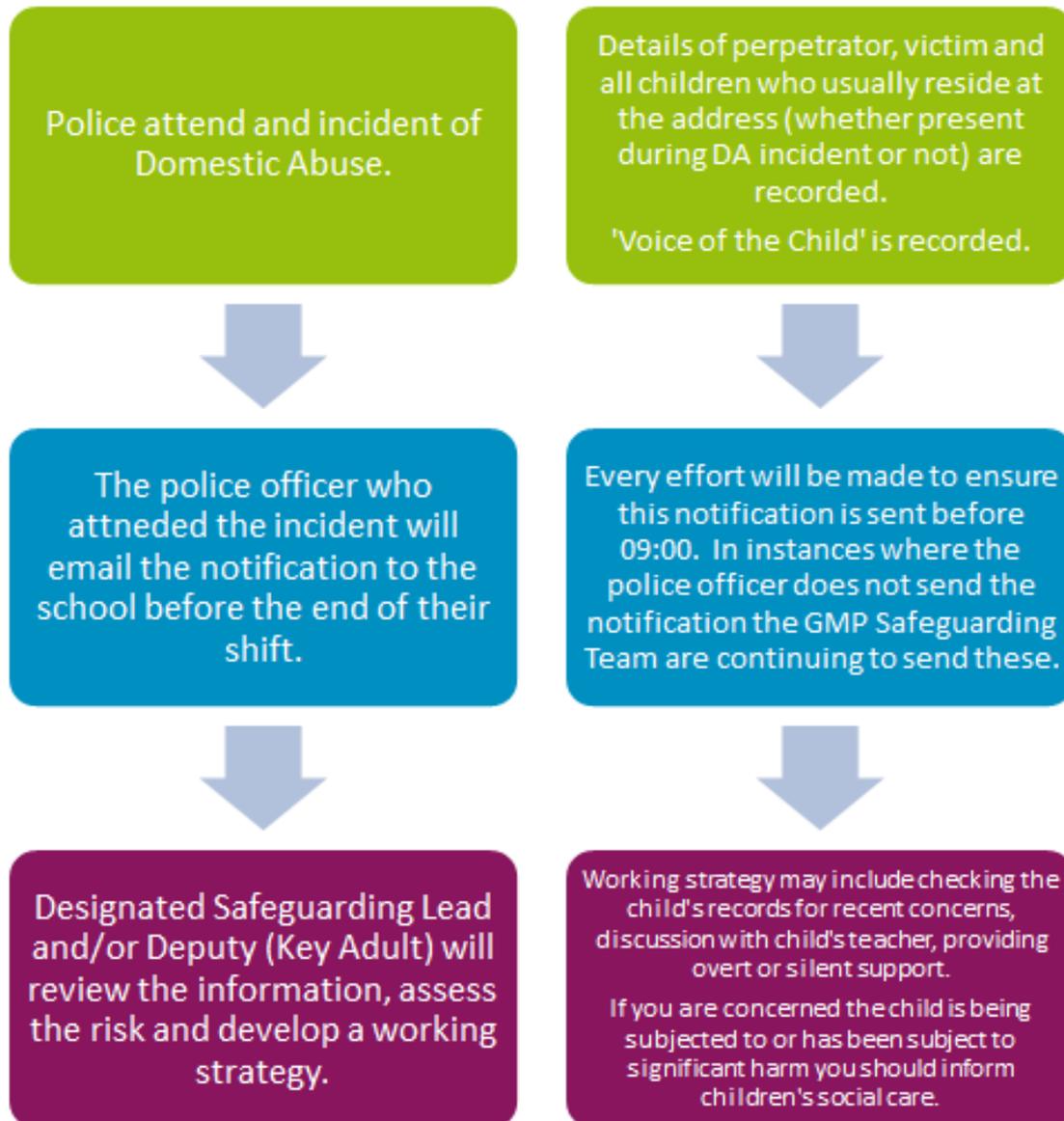
Gangs & Youth Violence	<p>Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.</p> <p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p> <p>An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).</p>
Hate	<p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> <li>• disability</li> <li>• race</li> <li>• religion</li> <li>• transgender identity</li> <li>• sexual orientation.</li> </ul>
Honour-based violence	<p>Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.</p>
Neglect	<p>Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> <li>• Protect a child from physical and emotional harm or danger.</li> <li>• Ensure adequate supervision (including the use of inadequate care-givers).</li> <li>• Ensure access to appropriate medical care or treatment.</li> <li>• It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</li> </ul>
Peer on Peer Abuse	<p>Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.</p>
Physical Abuse	<p>A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p>
Private Fostering	<p>A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings</p>

	and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p>
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> <li>• protecting children from maltreatment;</li> <li>• preventing impairment of children's health or development;</li> <li>• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and</li> <li>• taking action to enable all children to have the best outcomes.</li> </ul>
Sexting	<p>Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.</p> <p>They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</p>
Sexual Abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children</p>
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.

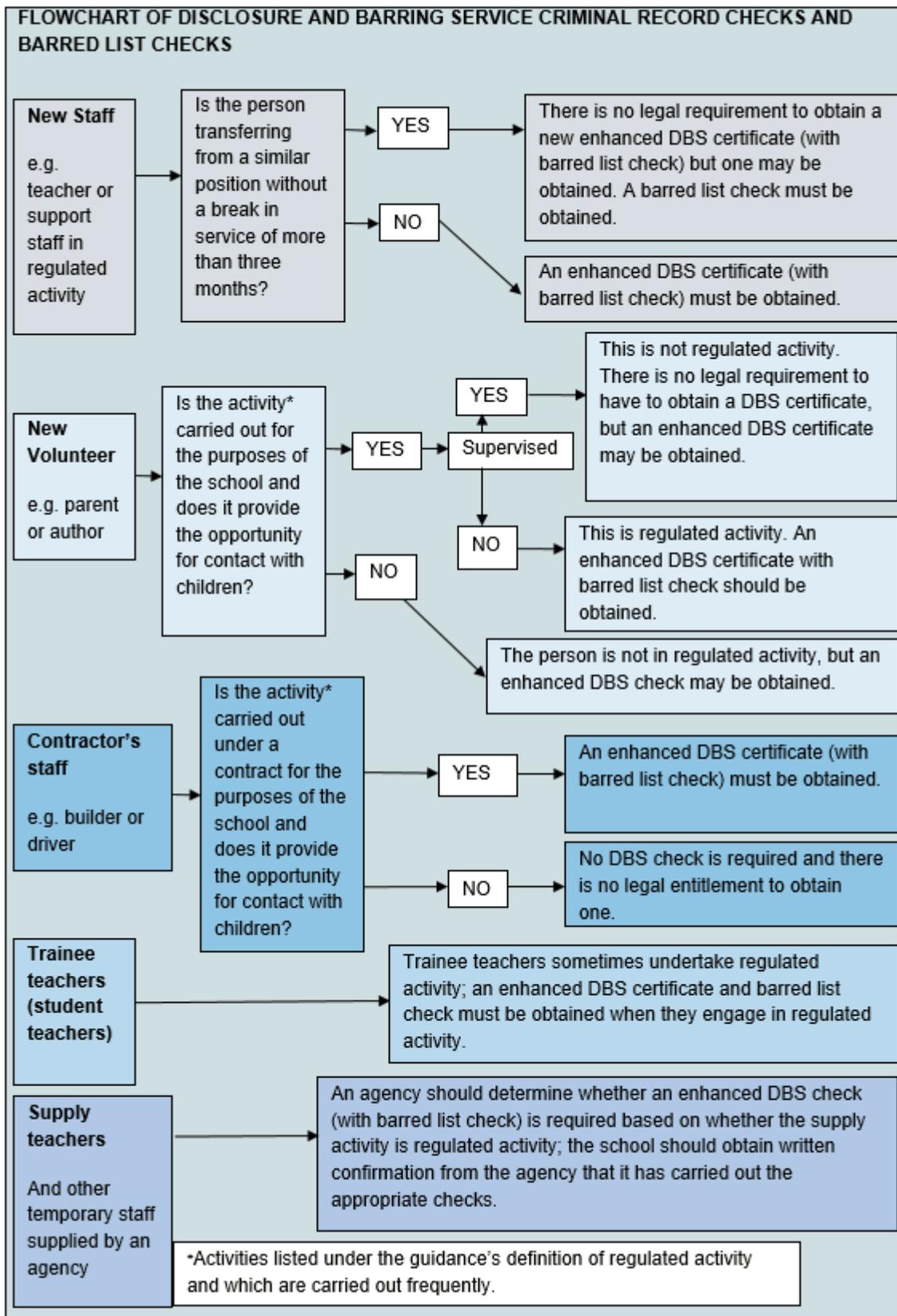


Trafford Strategic  
Safeguarding Partnership

## Operation Encompass Process



Appendix 2 – DfE Flowchart on DBS Checks and Barred List Checks



Taken from DfE statutory guidance Keeping children safe in education, September 2018

Appendix 3 – HM Government Guidance - What To Do If You're Worried A  
Child Is Being Abused – Advice For Practitioners

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

## Appendix 4 – Contact Details

Trafford First Response Team (formally MARAT) – Children’s Social Care 0161 912 5125 <a href="mailto:FirstResponse@trafford.gov.uk">FirstResponse@trafford.gov.uk</a>	Local Authority Designated Officer (LADO) Anita Hopkins 0161 912 5125 <a href="mailto:FirstResponse@trafford.gov.uk">FirstResponse@trafford.gov.uk</a>
Trafford Strategic Safeguarding Board 0161 912 8687 <a href="mailto:TSSB@trafford.gov.uk">TSSB@trafford.gov.uk</a>	Police Non-emergency – 101 Emergency - 999
Out of Hours Emergency Duty Team Social Care 0161 912 2020	
NW Counter-Terrorism Unit Channel Team 0161 856 6362 <a href="mailto:channel.project@gmp.police.uk">channel.project@gmp.police.uk</a>	

Appendix 5 - Department for Education – Child Sexual Exploitation – Definition and A Guide For Practitioners, Local Leaders and Decision Makers Working To Protect Children From Sexual Exploitation – February 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

Appendix 6 – UK Council For Child Internet Safety Guidance – Sexting In Schools and Colleges: Responding To Incidents and Safeguarding Young people – 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

Appendix 7 – Staff Safeguarding Checklist



Staff Safeguarding  
Checklist.docx

Appendix 8 – form for reporting child protection information if not using CPOMS

**Logging a Concern About a Pupil's Safety and Welfare**

Pupil's Name: d.o.b.

Date:

Time:

Member of Staff logging concern: (please print)

Position:

Note the reason(s) for recording the concern.

Record the following  
factually:

Use the Body Map overleaf  
if useful

Use dates and times if  
known

Who?

What?

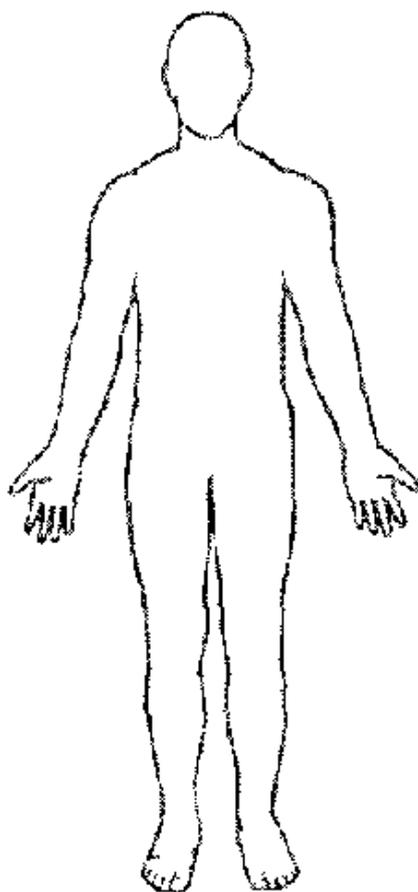
Where?

When?

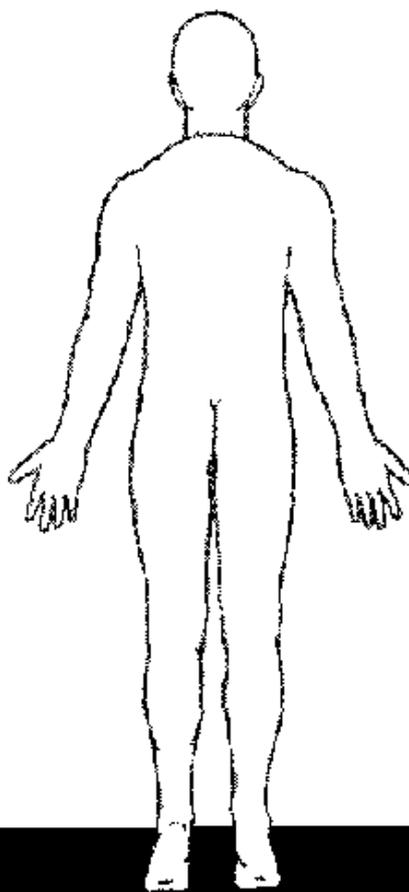
Note action taken, including names of anyone to whom your  
information was passed.

Signed: .....

Appendix 9 – diagram for detailing any marks etc to accompany form for reporting child protection information if not using CPOMS



**Front**



**Back**

## Appendix 10 -Covid 19

### Introduction

COVID-19 (commonly known as Coronavirus) has presented a huge challenge nationally to the normal running of education and child care provision. On 5<sup>th</sup> January 2021 all schools in the United Kingdom were closed on the direction of the UK Government to help delay the spread of the Coronavirus, and that they were only to remain open for vulnerable children and those children of workers critical to the COVID-19 response - who absolutely needed to attend.

### Status of this document

This is an appendix to the main body of our Safeguarding and Child Protection Policy and will be effective if the school needs to partially or fully close again in the future.

It has been formally agreed and signed off by Mark Edmundson- Head of School and Safeguarding Lead.

Any questions about the contents of this document should be directed to:

Name: **Mark Edmundson**

Job Title: **Head of School**

Email: **elmridge.admin@elmridge.trafford.sch.uk**

Telephone: **01619804941**

### Designated Safeguarding Lead (DSL) arrangements

It is vital that while our setting remains open a suitably trained DSL is available for consultation and advice.

The optimal scenario for our setting and one we will strive to achieve is to have a trained DSL or deputy available on site. A third member of staff-Rebecca Armstrong- has received DSL training in the autumn term to ensure that there will always be a member of staff with DSL training on site. Due to staff self-isolating, or being physically unavailable for other reasons, it is recognised this may not always be possible, and where this is the case there are two options we will implement, the first being the preferred and second a backup option:

1. A trained DSL or Deputy DSL from the setting will be available to be contacted via phone or online video i.e. zoom, if they are working off site
2. Sharing trained DSLs or deputies with **Well Green Primary School** until our own trained DSL can return to work or be available.

Where a trained DSL or deputy is not on site, in addition to one of the above options, the setting will have a senior leader who will take responsibility for co-ordinating safeguarding on site. This person will update and manage access to child protection files, liaise with the offsite DSL (or deputy) and as required liaise

with children's social workers where they require access to children in need and/or to carry out statutory assessments at the setting.

Our DSL, deputy DSL and others with designated roles are identified in the main body of our Safeguarding and Child Protection Policy. In the event one of the above scenarios is implemented and the DSL changes, this will be communicated to staff by email.

### **Contacting Trafford Children's First Response**

Making referrals into Trafford Children's First Response will continue as usual, with referrals being made via the online referral form, and telephone consultations taking place when advice is required. Where possible the referral will be made by the DSL, however if the DSL is not available in person the senior leader who is co-ordinating safeguarding on site may be required to make the referral on behalf of the DSL after getting advice from a suitably DSL.

- Online Referral Form – [www.trafford.gov.uk/firstresponse](http://www.trafford.gov.uk/firstresponse)
- Telephone – 0161 912 5125
- Email – [FirstResponse@trafford.gov.uk](mailto:FirstResponse@trafford.gov.uk)

### **Contacting the Local Authority Designated Officer (LADO)**

In the instance a referral to the LADO is necessary this will be actioned by the Mark Edmundson (DSL) within 1 working day of the allegation coming to light. Should they not be available then Zoe Pilkington –Assistant Head (DDSL) will make the referral.

Contact methods for the LADO will remain the same with all LADO referrals being made via the online referral form. Consultation by phone may be necessary in which case this will be done via Trafford Children's First Response (contact details above).

- Online Referral Form - <https://trafford-framework.egovhub.net/ALLEGATIONOFPROFESSIONALABUSE/launch>
- Email – [LADO@trafford.gov.uk](mailto:LADO@trafford.gov.uk)

### **Attendance of Vulnerable Children**

While school is closed to the general school population the children of key workers and those who are vulnerable, may still need to attend school because they require a safe place, or their needs cannot be properly catered for at home. The attendance information for vulnerable children will be reported to the DFE on a daily basis.

Vulnerable children may not be attending school for other reasons including self-isolation or covid-anxieties in the family. These pupils will be monitored by the setting via the daily zoom lessons and , where attendance is sporadic, additional contact with the child and their family will be maintained via a weekly

phone call. When phone calls to the family are not answered and the pupils are not attending the zoom lessons, the setting will make a home visit.

### **Children of concern who do not meet the 'vulnerable' definition**

The setting also has students about whom there are concerns, however they do not have a social worker or an Education, Health and Care (EHC) Plan. Unlike the previous closure, the school can still invite these children into school as vulnerable pupils.

### **All other Children**

While the setting is closed to the general student population the setting still have a duty to keep them safe, including online. The following measures have been implemented to ensure that contact with children is maintained and setting staff can maintain oversight of their welfare as best as practically possible.

- Zoom call registers to check that all pupils have been seen and are presenting appropriately
- Friday zoom well-being chats with the whole class
- The staff will refer any pupils that they have any concerns about to the Head of School on Thursday and Friday. The Head of School will then call the family.

If staff have any concerns about children they will follow the standard reporting procedure outlined in the main body of our Safeguarding and Child Protection Policy.

### **Staff Training**

When the setting is open for the children or key workers or vulnerable children it will be staffed appropriately and all staff will satisfy the training requirements of 'Keeping children safe in education, September 2019<sup>2</sup>', in that they will have had copies of the following policies and had them explained to them how they operate in the setting:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Staff Code of Conduct
- Safeguarding response to Children who go missing from education
- Role of the DSL (including the identity of the DSL and any their deputy/deputies)
- Part one and Annex A of Keeping children safe in education, September 2020.

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<sup>2</sup> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> - Department for Education statutory guidance for schools and colleges on safeguarding children and safer recruitment.

In addition to the above all staff will have received appropriate safeguarding and child protection training. Further to this, all staff receive regular safeguarding updates, this is done in the following ways:

- Staff meetings/training days/twilight training sessions
- Appraisal
- Email bulletins
- Newsletters
- TSSP Safeguarding in Education Newsletter

### **Allegations against Adults working with Children**

Any staff member who works in the setting will be aware of the process for sharing concerns about colleagues or other adults who works with children in regulated activity. In our setting they will report these concerns directly to the DSL as soon as practically possible, ideally face to face, however during challenging times that may not always be possible, and a telephone call is also acceptable.

It is made clear to staff in training, induction and in our Whistleblowing Policy that they should not consult or speak of the concern/allegation with other parties, without the expressed permission of the DSL so as not to damage the integrity of any potential investigation, nor tarnish the reputation of colleagues prior to any due process.

### **Online safety**

#### **In school**

We will continue to have appropriate filtering and monitoring systems in place in school. This is administered for us by our IT provider Esi – Tech.

All school and staff laptops and desk top computers have software fitted so that technicians can log in remotely to complete repairs. There is an online portal to report faults and access help. The company has a number of operatives who can provide support should one of them become ill.

#### **Outside school**

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy.

Specific guidance has been given to staff regarding the use of our online platform “Seesaw” which we are using to create home learning tasks. In order to have an overview of the system, class teachers have provided a log in for the Head of School to sign in and monitor work set, pupil responses and feedback given by staff.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum. Specific guidance has also been provided to staff regarding 'safe and well' check questions asked by class teachers in phone calls to children. DSL and DDSL will also use this guidance when completing additional 'safe and well' checks for pupils identified as vulnerable,

### **Recruiting staff**

- The Head of School will judge whether recruitment is needed and how this can best be done given the circumstances, for example using zoom to interview candidates.
- Elmridge safer recruitment policy will be followed.
- In response to coronavirus, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking (<https://www.gov.uk/government/news/covid-19-changes-to-dbsid-checking-guidelines>) to minimise the need for face-to-face contact. The Home Office and Immigration Enforcement have also temporarily adjusted the right to work checks (<https://www.gov.uk/guidance/coronavirus-covid-19-right-to-work-checks>) due to the coronavirus outbreak.
- Where new staff are recruited, or new volunteers enter the school or college, they should continue to be provided with a safeguarding induction.
- Regarding members of the school or college workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the response to coronavirus.

### **Children moving schools and colleges**

- It will be important for school where children are attending another setting to continue to do whatever is reasonably possible to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable.
- For looked-after children, any change in school should be led and managed by the school head.
- The receiving institution should be aware of:
  1. The reason the child is vulnerable and any arrangements in place to support them.
  2. The child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker is.

- Any exchanges of information will ideally happen at DSL/ DDSL level, and likewise between SENCOs with oversight of special educational needs (SEN) provision for children with EHC plans.

**Monitoring and review**

The implementation of this policy will be monitored by the Head of School, who will make an annual report to the Local Governing Body.

**Approval by The Dunham Trust**

Signed: \_\_\_\_\_  
Date: \_\_\_\_\_  
Review date: \_\_\_\_\_

This policy, signed by a Director on behalf of the Dunham Trust, is held centrally on the Trust Portal

**End of policy statement**