

School Policy for

Child Protection and Safeguarding

Braunstone Community
Primary School



SAFEGUARDING CHILDREN IN EDUCATION

CHILD PROTECTION POLICY

Braunstone Community Primary School

- **The whole school last trained in child protection on: 26.08.16**
 - **Training for new staff to school: 04.01.2017**
 - **Whole School training: 24.8.17**
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- **This policy is reviewed annually by the governing body, and was last reviewed on 07.04.17**
 - **This policy was updated in light of staffing changes 21.8.17 for Whole School Training purposes.**

1 Introduction

- 1.1 Braunstone Community Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.
- 1.2 This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.
- 1.3 This policy is consistent with:
- The legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 and the DfE Working Together to Safeguard Children Published March 2015 and last updated February 2017
 - The Local Safeguarding Children Board (LSCB) Procedures, which contain procedures and guidance on safeguarding children
 - Keeping Children Safe in Education September 2016
- 1.4 There are four main elements to our child protection policy:
- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, preventing unsuitable people working with children).
 - **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
 - **Support** (to pupils and school staff and to children who may have been abused).
 - **Working with parents** (to ensure appropriate communications and actions are undertaken)
- 1.5 This policy applies to all staff (all adults working with children paid or unpaid), governors and visitors to the school. We recognise that child protection is the responsibility of all staff within our school. We will ensure that all parents and other working partners are aware of our child protection policy by referring to it in our school prospectus, displaying appropriate information in our reception and by raising awareness at initial meetings with parents of new pupils as well as at regular parent-teacher meetings.
- 1.6 **Extended school and before and after school activities**
- Where the governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply.
 - Where services or activities are provided separately by another body, the governing body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

2 Prevention

- 2.1 The school will adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff should work to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Follow the UN Convention on the Rights of the Child (Unicef):

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 19 (protection from violence, abuse and neglect) Ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 34 (sexual exploitation)
Protect children from all forms of sexual abuse and exploitation.

- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse and to know to whom they can turn for help.
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references and Criminal Record Bureau and List 99 checks. (Schools need to note that from October 2009 this will need to include reference to the Independent Safeguarding Authority Scheme).
- Ensure those responsible for recruitment e.g. head teacher, nominated governor, have successfully completed the required National College of School Leadership Safer Recruitment training and that other senior members of staff, if involved in leading on recruitment, have also successfully completed the training.
- Ensure that all staff and volunteers are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents and follow the codes of conduct in the Guidance for safer working practice for those working with children and young people in education settings October 2015

3 Protection

3.1 All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

3.2 Staff will follow in all instances of suspected child abuse the Local Safeguarding Children Board Procedures.

3.3 Roles and responsibilities of the governing body

The governing body will ensure that:

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- The school has a child protection policy and procedures in place, and the policy is made available to parents on request.
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (designated senior person).
- There is an appointed deputy for child protection, in the event of the unavailability of the designated senior person.
- The designated senior person and the appointed deputy for child protection undertakes training for designated senior persons, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, the Local Safeguarding Children Board (LSCB), and has refresher training at two-yearly intervals.
- The head teacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date by refresher training at three-yearly intervals; and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. (Through the induction process).
- There are procedures for dealing with allegations of abuse against members of staff and volunteers.
- The chair of governors (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the head teacher, in liaison with the Local Authority.
- The governing body nor individual governors will have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff.
- Any deficiencies or weaknesses brought to the attention of the governing body are rectified.
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the governing body discharges its duties regarding safeguarding and child protection.
- There is an individual member of the governing body who will champion issues to do with safeguarding children and child protection within the school, liaise with the designated senior person, and provide information and reports to the governing body, and that person is appropriately trained to discharge their responsibilities effectively.

3.4 Roles and responsibilities of the headteacher

The head teacher of the school will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the designated senior person and other staff to discharge their responsibilities, including taking part in inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.
- All staff are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels.
- All staff are made aware of their right to whistle blow.

3.5 Roles and responsibilities of the designated senior person for child protection

The responsibilities of the designated senior person for child protection:

- Provision of information to the Local Authority on how the governing body discharges its duties regarding safeguarding and child protection.
- Liaison with the governing body and the Local Authority on any deficiencies brought to attention of the governing body and how these should be rectified.
- Referral of cases of suspected abuse or allegations to Social Care and Safeguarding.
- Act as a source of support, advice and expertise within the education setting.
- Ensure each member of staff has access to and understands the school's child protection policy especially new or part-time staff who may work with different educational establishments.
- Ensure all staff have child protection induction and update training and are able to recognise and report any concerns immediately as they arise.
- Work with the governing body to review and update annually the school's child protection policy.

3.6 Liaison with other agencies: contributing to child protection work with families

The school will:

- Work to develop effective links with relevant agencies and co-operate with enquiries regarding child protection matters.
- Attend and contribute to child protection conferences and core groups and provide reports as required.
- Contribute to assessments and the implementation of child protection plans.
- Be proactive in communicating with Social Care and Safeguarding and reporting any significant changes/developments including exclusion or any other absence that raises concern.

3.7 Record keeping

- The school will keep detailed written child protection records including when there are concerns about children that do not reach the threshold for referral to Social care and Safeguarding.
- All child protection records will be kept securely and confidentially and will be separate from the pupil file.
- The designated senior person is responsible for maintaining and monitoring the child protection records.

3.8 Transfer of records

The designated senior person will ensure that when children move school the child protection records are transferred in accordance with Local Authority procedures.

3.9 Confidentiality and Information sharing

The school will:

- Ensure confidentiality protocols are adhered to and information shared on a need to know basis.

4 Support to pupils and school staff

4.1 Support to pupils

This school recognises that children, who are abused, neglected, bullied or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or living away from home. The school will seek to provide such children with the necessary support.

4.2 This school recognises that some children display abusive behaviour and that these children must be referred on for appropriate support and intervention.

4.3 Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

4.4 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information that will be upsetting. Where a member of staff is distressed as a result of this, he/she should in the first instance speak to the designated senior person about the support he/she requires. The designated senior person will seek to arrange the necessary support.

5 Working with parents/carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure.
- Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this.
- Work to develop productive, supportive relationships with parents/carers whenever it is in the child's interest to do so.

The school is committed to Leicester City Early Help Strategy

Early Help Strategy

The Early Help Strategy ensures that there is a clearer pathway, support for Lead Practitioners co-ordinating early help services and a focus on outcomes for the family to prevent escalation or reduce the need for statutory intervention.

Early Help services are for children young people and families whose needs are not being met by routine services but who do not need specialist services.

What is early help?

- Help and support provided at the right time for the right child, young person and their family to prevent issues from escalating.

Unmet Need

- An unmet need is a need that cannot be met by an agency in terms of not having the ability to respond to the particular need
- (Refer to the Leicester, Leicestershire and Rutland Thresholds document for examples of presenting needs)

Single Agency Response

- Two or less unmet needs that can be met with a single agency response working alongside universal services.

When school will be part of an Early Help Assessment

A co-ordinated multi agency response led by an identified practitioner working with the family using a team around the family (TAF) approach.

Eligibly Criteria for an Early Help Assessment

The eligibility criteria for an Early Help Assessment are defined as:

- A family has 3 or more needs that are likely to impact on outcomes for children and young people
- These needs are complex and are beyond the remit and capacity of a single agency response
- A co-ordinated multi agency response is required working alongside universal services.

Contact Numbers:

Early Help and Children's Social Care 0116 454 1004

Email: early-help@leicester.gov.uk

For any other queries or support with the Early Help Assessment process:

Early Help Co-ordinator 0116 454 1694

Email: early-help-queries@leicester.gov.uk

6 Safeguarding Within the Curriculum

The following areas are among those addressed in the curriculum:

- Bullying/Cyberbullying
- Drugs, alcohol and substance abuse
- E Safety/Internet safety
- Stranger Danger
- Fire and water safety
- Road safety
- Domestic violence/Relationships

7. Female Genital Mutilation(FGM)

It is recognised that FGM can be categorized into four types ranging from the symbolic prick of the clitoris or prepuce to the fairly extensive removal and narrowing of the vaginal opening. All forms are found in the UK.

The school recognizes that this is sometimes known as female genital cutting, or female circumcision. Communities tend to use local names including sunna, cutting.

The school considers that FGM is a grave violation of the rights of girls and a women.

The school identifies that girls from African communities including Kenyan, Somali, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritean are at risk of FGM. It in addition recognizes that communities from Non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani are also at risk.

Signs to look out for that may suggest a girl is at risk of FGM:

- Knowing that children belong to a community where FGM is practiced and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school
- Child talking about a special procedure/ceremony that is going to take place and being bought lots of presents

Indicators that FGM may already have occurred:

- prolonged absence from school or activities such as PE
- noticeable behaviour change on return from prolonged absence
- bladder (frequent visits to the toilet) or menstrual changes
- child finds it difficult to sit still and looks uncomfortable, complains about pain between their legs
- talks of something somebody did to them that they are not allowed to talk about

If concerned about someone who is at risk of FGM or it has occurred

- talk to them about concerns using simple language
- be sensitive
- report to designated person
- when leave of absence/holiday requests are being submitted by parents, the intention for going abroad or extended leave needs to be written. Whilst recognising that FGM is unlikely to be shared, any actual reports or suspicion of FGM whilst overseas e.g. *Child talking about a celebration for them, lots of gifts, phrases such as cutting or a child is worried about going on holiday*, needs to be reported immediately to the Senior Designated Person
- designated person to refer to the police 101 ext FGM
- contact duty and assessment team 0116 4541004

8. Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (February 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism
- Working in partnership with relevant agencies under the LSCB procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamic Ideology, Far Right / Neo Nazi / White Supremacist ideology etc.

Concerns should be referred to the Designated Safeguarding Lead / Headteacher who have local contact details for Prevent referrals.

Will Baldet
Prevent Coordinator
07403 727727

Prevent Engagement Team – Braunstone Community Police Station

Preventengagement.team@leicestershirepnn.police.uk

Tel: 101 Ext Prevent Engagement Team

They will also consider whether circumstances require Police to be directly contacted on 101.

Extremism affects individuals and communities and can be a catalyst for alienation and disaffection, potentially leading to violence. There is a need to empower learners to come together, with their families and the wider community, to expose extremism to critical scrutiny and reject violence and intolerance in whatever forms they take and whether it be from animal rights activists, ecological protesters, Al Qaida-influenced groups, Irish republican terrorists, racist and fascist organisations or far-right extremist groups.

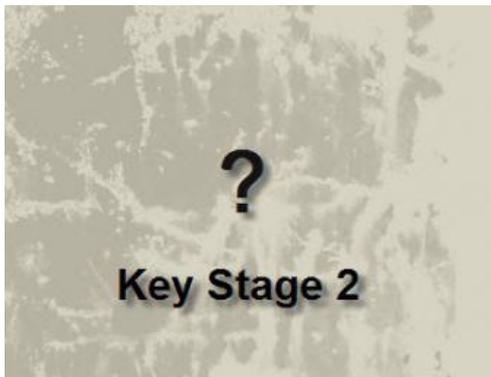
It is our aim to:

- provide a safe learning environment in which children can raise controversial questions and concerns without fear of reprimand or ridicule and explore boundaries of what's acceptable will engender an open attitude to multi-cultural and race issues.
- implement over a school year Prevent teaching resources which are based on the principle that people should treat everyone with respect whatever their race, gender, sexual orientation, religious belief, special need or disability.
- by building self-esteem children are encouraged to stand firm and be positive about others and not be influenced by any negative peer pressure they may encounter.
- provide many opportunities for discussing debating, researching, questioning etc set within the context of learning based on sound knowledge and understanding.
- Challenging Islamophobia, anti-Semitism and other prejudices
- Supporting those at risk of being isolated
- Exploring and promoting diversity and shared values between and within communities
- Building ties with all local communities, seeking opportunities for linking with other schools
- Using 'Safe to learn' anti-bullying strategies to minimise hate and prejudice based bullying
- Using restorative approaches to repair harm caused

http://www.preventforschools.org/index.php?category_id=62



A celebration of every person's contribution to the world around them.



This unit allows pupils to think about justice and the lives of key influential individuals from this field. The pupils are introduced to the history of slavery, segregation and apartheid. They are also asked to further develop their understanding of the true meaning of freedom. Can one person really make a difference?

**The Growth of Culture
Key Stage 2**



Investigating the importance and influence of immigration



Don't judge a book by the cover

This is a 9 lesson unit of study specifically designed for mainstream and non-specialist teachers to deliver on anti-racism.

The resource pack has been created to work under the Prevent dimension to enable teachers to engage children in promoting a positive attitude to others with a focus on shared values whilst developing a high regard for themselves.

Teaching controversial issues

Through effectively tackling controversial issues this can help learners to challenge the perceptions and misconceptions of their own and others'.

- developing questioning techniques to open up safe debate;
- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;
- promoting open respectful dialogue; and
- affirming multiple identities.

9. Other relevant policies

9.1 The governing body's legal responsibility for safeguarding the welfare of children goes beyond child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour management, including drug use
- Racist incidents
- Anti-bullying
- Physical interventions/restraint
- Special educational needs
- Trips and visits
- Work experience and work-related learning placements
- First aid and the administration of medicines
- Health and safety
- Sex and relationship education
- Site security
- Equal opportunities
- Toileting/intimate care
- ICT and e-safety (including use of mobile phones and cameras)
- Extended school activities

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The above list is not exclusive and when undertaking development or planning of any kind the school will need to consider the implications for safeguarding children and promoting their welfare.

Contacts

Designated senior person

Mrs Sharon Rushin 0116 2858130

Appointed deputies for child protection are:

Ms Jatinder Mahil 0116 2858130

Mrs Nicky Ball 0116 2858130

Mrs Dee Beesley 0116 2858130

Mrs Helen Westwater 0116 2858130

Chair of governors

Mr Alan Curtis 0116 2858130

Duty and Assessment Service (DAS) Social Care and Safeguarding

0116 4541004
das.team@leicester.gov.uk

Safeguarding Unit Social Care and Safeguarding

0116 454 2440

LADO – allegations against adults in school

0116 4542440
Lado-allegations-referrals@leicester.gov.uk

Education Welfare Service

0116 454 5510

Prevent

101 ext PREVENT team

FGM

101 ext FGM

Safeguarding in Education Development Officers

0116 454 3076
Julie.Chapaneri@leicester.gov.uk

0116 4541454
MohammedPatel2@leicester.gov.uk

Children Missing from Education

0116 454 5510
Ellen Collier

APPENDIX 1

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

- A General
- B Individual Staff/Volunteers/Other Adults - main procedural steps
- C Designated Safeguarding Lead – main procedural steps

A. General

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes).
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the Duty and Assessment Team, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially. These **MUST be written and uploaded onto CPOMS. Handwritten records must also be scanned and uploaded onto CPOMS.**
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. (see Early Help Procedures). An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school or other nominated lead in school if they cannot be found.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

- 1) Begin a case file on CPOMS which will hold a record of communications and actions to be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to Duty and Assessment Team (see levels of threshold) inform the initiating adult and monitor the situation. If in doubt, seek advice from Duty and Assessment Team.
- 3) Share information confidentially with those who need to know. Refer to Family Support Worker if appropriate (or other agencies).
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, Duty and Assessment Team should be contacted by phone 0116 4541004. Written confirmation should be made within 24 hours on the LSCB Agency Referral Form to Children's Social Care
- 5) If the concern is about children using sexually abusive behaviour, both a referral needs to be made for the perpetrator and the victim.
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from Duty and Assessment (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order) or directed by the social worker. If there are clear signs of physical risk or threat, Duty and Assessment Team should be updated and the Police should be contacted immediately.

APPENDIX 2
PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children 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; or
- 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

Relevant documents:

- DfE "Keeping children safe in education: Statutory guidance for schools and colleges" September 2016 (part 4: Allegations of abuse made against teachers and other staff)

1) Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager (LADO), 0116 4542440 Safeguarding Unit as soon as possible.)

2) Headteacher

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager, Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to Children's Duty and Assessment 0116 4541004 if the Allegations Manager so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
 - Liaison with the Allegations Manager (LADO)
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

3) Chair of Governors (only relevant in the case of an allegation against the Headteacher)

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Notify the Allegations Manager, (0116 4542440) Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.

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- iv. Report to Children's Duty (0116 454 1004) if the Allegations Manager so advises or if circumstances require a referral
- v. Ongoing involvement in cases:
 - Liaison with the Allegations Manager
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

APPENDIX 3

Policy for the use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

Category:	Child Protection and Safeguarding
Purpose:	To safeguard and promote the welfare of children and adults
Date ratified:	April 2017
Review Date:	<i>This policy will be reviewed every year by the LT. Any suggested amendments will be presented to the Governing Body for approval.</i> Autumn Term 2017 Updated for whole school training 21.8.17 (but not ratified by Governors).
Coordinator/s:	Headteacher/ Leadership Team
Governor link:	Personal Development, Safety and Welfare Committee
Signed (& dated) by:	Alan Curtis (Chair of Governors)