



Child Protection and Safeguarding policy

Date of policy:	Summer 2020	Signed:	Head Teacher Chair of Governors
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At Myrtle Park Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Myrtle Park Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Designated Safeguarding Leads: Headteacher Mrs Sarah Crowther/ Deputy Headteacher Mrs Anna Riley and Miss Jenny Haddy.

Named Governor: Lee Robertshaw

Please contact through the school office: 01274 564681

Useful Numbers:

Education Safeguarding Team: 01274 437043
Emergency Duty Team: 01274 431010
Children's Social Care Initial Contact Point: **01274 435600**
Children's Social Care Emergency Duty Team: 01274 431010
Lead Safeguarding Officer: 01274 439384
Early Help Gateway: 01274 432121
LADO: 01274 435600
Access Team: 01274 439393
Attendance & Prosecution Team: 01274 439651
Elective Home Education: 01274 439340
Channel – Prevent: 07525 989311
BMDC Prevent Co-ordinator: 01274 432816
Police: Javelin House, Child Protection Unit: 01274 376061
Keighley Social Services: 01535 618123

In the Bradford district, these are the numbers that you can ring for advice and to make a referral:

During office hours (8.30am - 5pm Monday to Thursday, 4.30pm on Friday)

Children's Social Care Initial Contact Point - 01274 435600

At all other times, Children's Social Care Emergency Duty Team - 01274 431010

If you have reason to believe that a child is at IMMEDIATE RISK OF HARM, contact the police on 999

For all general enquiries, please contact Children's Specialist Services on 01274 435600

Introduction

This policy has been developed in accordance with the principles established by the Children Act 2004; the Education Act 2002, and the following publications, all of which have been shared with practitioners working with our children:

- 'Working Together to Safeguard Children' 2019
- 'What to do if You are Worried a Child is Being Abused' 2015
- 'Information sharing guidance for safeguarding practitioners' 2018
- 'The PREVENT Duty' June 2015
- 'Guidance for safer working practice for those working with children and young people in education settings' 2019
- 'Keeping Children Safe in Education' 2019
- Sexual Offences Act (2003)
- • Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- • Female Genital Mutilation Act 2003 (Section 74 -Serious Crime Act (2015)
- Bradford Safeguarding Children Board (BSCB) Child Protection Procedures.
- GDPR and Data Protection Act 2018

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

Working Together to Safeguard Children (DfE 2019) requires each school to follow the procedures for protecting children from abuse, which will be supported by the Bradford Safeguarding Children's Board / safeguarding partners (Bradford local authority, chief officers of police, and clinical

commissioning groups)

The aims of this policy are:

- to provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- to raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. (Reference Appendices 1 to 6 and section 1 of 'Keeping children safe in education' 2019) to develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- to develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- to ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is kept for audit.
- To acknowledge changes to normal policy in light of Coronavirus (COVID-19): safeguarding in schools, colleges and other providers' information, provided by the Government

Safe School, Safe Staff, Safe Children

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them.

The Governing Body will ensure that:

- the Designated Safeguarding Lead (DSL) is a member of the Senior Leadership Team and a suitable supporting teacher is appointed. Job description will reflect these roles. On appointment, the DSLs must then undertake annual training.
- the DSLs are also appointed as the strategic leads for the implementation of the government's PREVENT strategy and therefore hold the role of SPoC (Single Point of Contact for PREVENT concerns raised by pupils, staff, or students) The SPoCs have access to WRAP training on appointment and 'Update' courses, when available.
- the DSLs are properly supported to carry out their tasks and that they are given time to fulfil the duties that their roles demand.
- the school operates Safer Recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- the effectiveness of systems to safeguard children are monitored.
- Child Protection concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- PREVENT concerns are referred to the relevant body within the council for support in undertaking a risk assessment
- our Lettings Policy will seek to ensure the suitability of adults working with children on school sites at any time.

- community users organising activities for children are aware of the school's Child Protection and Safeguarding (including PREVENT) guidelines and procedures.
- school has a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.
- children are taught about safeguarding issues. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
- the named governor for safeguarding is appropriately trained and supported.
- the named governor liaises with the LA on Child Protection and PREVENT issues and also in the event of an allegation of abuse made against the Headteacher
- the named governor evaluates the effectiveness of this policy with the DSLs annually.
- that the policy , in response to COVID-19, is reviewed and revised as circumstances continue to evolve.

Note: Governors will not be given details relating to individual child protection cases or situations, to ensure confidentiality is not breached.

The Headteacher will ensure that:

- all other staff and the nominated governors are offered an appropriate level of training and undergo refresher training regularly. During their training, staff will be made aware of the Prevent agenda and the risks posed to children through radicalisation (See Appendix 4 for detailed information about the school's approach to radicalisation) Training will ensure that all staff members have read and understood Section 1 of Keeping Children Safe in Education 2019. An additional key aspect of the training is to raise staff awareness of some of the different types of abuse which children face which may not be known to them; this includes (but is not limited to) information on how to identify signs that a girl may either be about to, or has already suffered from Female Genital Mutilation (FGM) and also the signs and symptoms of a child at risk of, or suffering from Child Sexual Exploitation. (CSE)
- all members of staff and volunteers are provided with Child Protection awareness information at induction and the school safeguarding procedures so that they know who to discuss a concern with.
- risks are appropriately assessed and minimised.
- robust arrangements are in place to ensure Health and Safety.
- Safer Recruitment practices are implemented.
- a Single Central Record of all staff and regular volunteers is maintained in accordance with government guidance.
- children and their parents are aware of these arrangements.
- Children are not removed from roll until a receiving school has been confirmed.
- Regular meetings of the Safeguarding team take place.
- Annual training is delivered to school staff following induction training.
- the impact of this policy is evaluated and reported to Governors.
- that the policy, in response to COVID-19, is reviewed and revised as circumstances continue to evolve by means of a COVID-19 annex/addendum that summaries any key COVID-19 related changes.

The Designated Safeguarding Lead(s) for Child Protection will ensure that:

- Child Protection procedures (including PREVENT referrals) are followed within the school.
- timely referrals to Early Help / Children's Social Care / Bradford PREVENT team are made in accordance with the locally agreed procedures.
- accurate records of concerns about children, or their families even where there is no need to refer the matter immediately will be logged on CPOMs
- all staff employed including temporary staff, volunteers, students and extended service providers within the school are aware of the school's internal procedures and are provided with advice and support as required.
- all Child Protection / PREVENT records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied (where permissible) on to the child's next school or college.
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences, core groups, or other multi-agency planning meetings and contribute to assessments.
- any pupil currently with a Child Protection Plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- if a child is absent from school and there are concerns that there may be a risk of radicalisation, an urgent referral is made to the Bradford PREVENT team.
- Where children leave the school, ensure the safeguarding file and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.* the safeguarding file refers to any information which has been recorded about a child in relation to school actions, family support work, professional partnership work, Early Help referrals, Child in Need , Child Protection Plans or and contextualised safeguarding concerns the school may have.

Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with GDPR and data protection guidelines.

that the policy, in response to COVID-19, is reviewed and revised as circumstances continue to evolve by means of a COVID-19 annex/addendum that summaries any key COVID-19 related changes.

The Business Manager will:

- ensure secure visitor control measures are in place and carried out. This includes arrangements for supply staff, students, volunteers, extended service providers and contractors;
- ensure vetting and barring procedures are administered and details recorded in accordance with statutory duties /guidelines;
- ensure a current, accurate Single Central Record is maintained and advise staff of vetting arrangements necessary for enhanced curriculum provision.
- ensure that all staff and volunteers are aware of the new policy and are kept up to date as it is revised in relation to COVID-19. The revised policy should continue to be made available publicly.

Overview for staff and volunteers if a child tells you they have been hurt or abused

- Listen, and do not interrupt the child if he or she is freely recalling significant events.
- Do not lead the child or plant ideas. If questions are needed to clarify understanding, they should be framed in an open manner in order to not lead the child in any way.
- Do not give undertakings of absolute confidentiality. It is your duty to pass concerns on to the designated teacher, not to keep a secret.
- You must use CPOMs to log all concerns. Non users must record, date and sign the Child Protection concern sheet and see one of the DSLs regarding your concerns as soon as possible. You must record the time, date, place and people who were present as well as what was said. Remember, your note of the discussion might need to be used in any subsequent proceedings.
- In discussion with the DSL, decide where concerns sit on Continuum of Need document.
- If you have concerns about the response you receive from either of the DSLs it is your responsibility to make a referral yourself if you believe the child is at risk and action has not been taken to prevent harm to the child.
- Confidentiality is essential. However, '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' (KCSiE, 2019)
- Your responsibility in terms of referring concerns does not end at this point, you have a duty to return to the DSL to clarify the outcome of a concern you have raised, you may also have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.
- If you would like further advice, please talk to one of the designated members of staff for Child Protection.

Confidentiality

- Confidentiality is essential. However, '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' (KCSiE, 2019)
- The Headteacher or DSL will disclose any information about a child to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. 'No single practitioner can have a full picture of a child's needs and circumstances. children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action' (KCSiE, 2019)
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Education Social Work Service on this point.

Care, Guidance and Support

Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

Children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum (core and enhanced);
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school Behaviour, Inclusion and SEN policies which aim to supporting vulnerable pupils in the school;
- measures to ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies that support the pupil such as social services, child and adult mental health service, education welfare service and educational psychology service;
- access to use of SEMH resource 'The Hideaway' and appropriately trained staff on site.
- Access to staff who have had 'Mental health first aid' training.

Specific safeguarding issues

All staff should have an awareness of the safeguarding issues listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care (CME)
- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs

EHE

- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate

- mental health
- missing children and adults
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking
- county lines

Reference -Annex A KCSIE 2019 contains important additional information about specific forms of abuse and safeguarding issues.

Parents

Referrals can be made to Early Help with parental consent. Alternatively, a Children's Services referral can be made either with or without parental consent, but parents will be notified.

When a referral has been made a representative from Children's Services will contact the family or school directly to establish next steps.

Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child, they should adhere to 'Guidance for safer working practice for those working with children and young people in education settings' 2019 and the school's code of conduct.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO without notifying the Headteacher first.

The school will follow the Bradford HR procedures for managing allegations against staff and contact the LADO for advice and support.

Allegations about another child

Occasionally, allegations may be made against children by others either in our school, or another educational setting which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence

- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Minimising the risk of safeguarding concerns towards pupils from other students

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns regarding child protection/ safeguarding. Concerns may include the attitude or actions of colleagues involved in the management of child protection. If this is the case, staff should refer back to the DSL or supporting DSL. If concerns are not addressed by the DSL, or supporting DSL, the member of staff must make the child protection

referral themselves. In the case of mismanagement of child protection the member of staff must refer to the named governor (where appropriate) or the LADO.

If concerns are not addressed within school, staff have the option of calling the NSPCC whistleblowing helpline for support and advice: 0800 028 0285

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at risk of:

- harming themselves
- harming other children or adults
- causing significant damage to school property or others,

At all times the minimal force necessary will be used to prevent injury. Such events must be logged on CPOMs /recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained in 'Team Teach'. Only Team Teach trained staff can physically restrain a child if required. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection procedures. We recognise that touch is appropriate in the context of working with children, and all staff follow 'Guidance for safer working practice for those working with children and young people in education settings' 2019

Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes, three houses exercise
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children.

Monitoring and Evaluation

This Child Protection and Safeguarding Policy and related procedures will be monitored and evaluated by:

- Governing Body visits to the school
- Safeguarding Audit
- SLT 'drop ins' and discussions with children and staff
- Surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents. CPOMs reporting

Amendments to policy in light of COVID-19 – Detailed in Appendix 6

the revised child protection policy should reflect:

- any updated advice received from the local 3 safeguarding partners
- any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need
- what staff and volunteers should do if they have any concerns about a child
- the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns
- DSL (and deputy) arrangements
- the continued importance for school and college staff to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children
- peer on peer abuse - given the very different circumstances schools and colleges are operating in a revised process may be required for managing any report of such abuse and supporting victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach)
- what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns)
- any arrangements to support children the school or college are concerned about who do not meet the 'vulnerable' definition
- what arrangements are in place to keep children not physically attending the school or college safe, especially online and how concerns about these children should be progressed

Appendix 1

The publication of this Policy has been written in line with the statutory guidance '**Keeping Children Safe In Education**' 2019. Any changes /updates to the statutory guidance in respect to the definition of Child Sexual Exploitation and also regulations relating to Children Missing from Education. The hyperlink to the document [Keeping Children Safe in Education 2019](#) has been included in this policy, rather than the document in its entirety, to address any changes in content, which may arise during the year.

It is **essential** that **all** staff have access to this online document and read Part 1 and Annex A , which provides further information on:

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic Abuse
- Homelessness
 - peer on peer abuse
- Serious violence
 - 'honour based' violence (including FGM & Forced Marriage)
- Female Genital Mutilation (FGM)
 - FGM mandatory reporting duty
 - forced marriage
 - preventing radicalisation
- Sexual violence and sexual harassment between children in schools & colleges
- What is sexual violence and sexual harassment
- Upskirting

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

It is a requirement that staff sign to say they have read these sections (please see Appendix 2) and should subsequently be re-directed to these online documents again should any changes occur.

[Keeping Children Safe in Education Part 1](#)

[Keeping children safe in education: Statutory guidance for schools and colleges](#)

Appendix 2

Education Safeguarding Team



Appendix 3

Robust DBS Procedures

The following procedures are to be rigorously adhered to by all staff. Any queries please speak directly to the Headteacher, Deputy Head or School Business Manager.

1. All Governors, anybody employed or working on a voluntary basis at this school who has direct or indirect contact with children **MUST** have a current Enhanced DBS check completed through Myrtle Park Primary School and will not be permitted to take up employment/voluntary work until the DBS clearance has been received and verified by School Business Manager. Governors have requested that DBS checks will be renewed every 3 years. This will also apply if a member of staff has had a break in service, i.e due to maternity leave. All persons who have a current DBS must sign an annual declaration which states that they have not had any criminal convictions/warnings. You must inform the Headteacher immediately should your circumstances change in any way that would initiate the recording of any convictions/warnings or other information on your DBS.
2. Peripatetic/Consultants/Students/Visitors over the age of 18 working with direct or indirect contact with children must produce an Enhanced DBS check. It is the responsibility of the member of staff introducing these people into School to ensure that they bring the original DBS together with formal proof of Identification, i.e. photo card Driving Licence or Passport and produce them to School Business Manager prior to entering the School. The details will then be verified and recorded on the Single Central Register held in school. Any overseas students, teachers or visitors must provide identification and police records which satisfy the Headteacher until a current enhanced DBS check can be completed. Failure to produce a clear Enhanced DBS check will, without exception, result in the person being asked to leave the School until relevant documentation is produced.
3. It is at the discretion of the Headteacher or delegated representative (exclusively) to authorise a one-off, short term visitor into school who has **indirect contact only** with the children, without a DBS check. It is the responsibility of the member of staff requesting this visit to gain this authorisation from the Headteacher and document this fact to the School Business Manager.
4. All outside agencies involved in more than one visit must produce an Enhanced DBS check, together with relevant photo identification as detailed above, **prior** to the activity starting. On the very rare occasion where this procedure cannot be complied with, the member of staff introducing these agencies must seek the Headteacher's permission to produce the documentation on commencement of the activity. Again this must be recorded with the School Business Manager. Failure to produce satisfactory documentation will result in the activity being cancelled and without exception the provider will be asked to leave until the relevant documentation has been produced, checked and verified by the School Business Manager. Enhanced DBS and relevant photo identification will be viewed, checked and recorded by office staff on the Single Central Register.
5. If parents are transporting children in an official capacity (ie at the request of the school) they do not need a DBS check unless they commit to transport regularly each month or on three or more occasions in any one month. A sole parent must not transport a child in their vehicle on their own but must be accompanied by another adult.

Appendix 4

Prevent Appendix

Principles

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2019, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, **'Keeping Children Safe in Education' 2019 and our responsibilities with regard to the Prevent Strategy 2015.**

Aims

- To ensure staff are aware of the Prevent Strategy and able to protect children and young people who are vulnerable or at risk of being radicalised

Practice

- In addition to DBS checks we 'open source' check organisations, particularly those in the voluntary sector.
- We will ensure staff are aware of the risks to children and young people of being radicalised and provide WRAP (Workshop to raise awareness of Prevent) training

Managing Referrals

- To refer any child/ren at risk of being radicalised or extremism through the Local Authority Channel Referral and Intervention processes.

Raise Awareness

- Ensure staff and governors are aware of how to identify and respond to risks to children from extreme or radical views.

Vulnerability to radicalisation or extreme view points

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors care and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

(For Prevention of Radicalisation, please see British Values statement Appendix 5)

Appendix 5

Myrtle Park Primary School

British Values Statement

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

Myrtle Park Primary School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Myrtle Park Primary School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British Values to all its students.

The government set out its definition of British Values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Myrtle Park Primary School uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways Myrtle Park Primary School seeks to instil British Values.

We value the different backgrounds and faiths of all our pupils and families and we undertake a variety of activities in school to celebrate these. We have found this approach to be enriching for everyone as it teaches tolerance and respect for the differences in our community and the wider world. Underpinning all this, are a range of curriculum topics which have strong links to the British Empire. In following the RE curriculum, all pupils will learn in detail about key faiths and through this learning they will be taught to show respect for those faiths. Through History, pupils are taught about significant periods in British History.

Democracy

Democracy plays a key role within day to day life of our school. Pupils have the opportunity to have their voices heard through our proactive school council. Individual pupils also have the opportunity to put themselves forward for a variety of different roles and responsibilities.

Through the Literacy curriculum and Philosophy for Children, learners are taught the skill of debating and voting, based on arguments put forward. Through teaching in PSHE and the

Learning Challenge curriculum, children are taught about freedom of speech and how an individual's voice can make a positive difference to the lives of others.

The rule of law

The importance of laws, whether they are those that govern the class, the school or the country, are reinforced during the school day, as well as when dealing with behaviour and through collective worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

All children in school sign a Pupil e-Safety Acceptable Usage Pledge. Visits from community authority figures such as the PCSO, Fire Service etc. are regular features on our yearly calendar and help reinforce this message. We are adopting a restorative approach to pupil behaviour, in which children are taught how to accept responsibility for their actions.

Individual liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms as well teaching them that how they act can impact positively and negatively on others. They are advised how to exercise these freedoms safely, for example through our e-Safety and PSHE lessons. Whether it is through choice of challenge, how they record work or participate in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual respect

Respect for each other, for our school and to others in our community is an integral part of our school ethos and Behaviour Policy. Pupils see staff model this by treating each other with respect and courtesy and we promote this in the way our children interact with each other in their classes and during social times. Mutual respect and fair play is also discussed within sports based activities.

We encourage children to celebrate our increasingly multi-cultural setting and teach about the unfairness of discrimination based on someone's faith, culture or beliefs.

Tolerance of those of different faiths and beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Opportunities to share and discuss prejudice-based bullying occur through collective worship, assemblies and lessons. Children listen to many Christian faith stories but also have the opportunity to experience and discuss those of other religions. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within class and during collective worship. Our pupils also have the opportunity to visit different places of worship in each year group.

Appendix 6

COVID-19 changes to policy in line with Government guidance.

DSLs (Designated Safeguarding Leads)

Throughout the period where Myrtle Park Primary is functioning as childcare for key workers and vulnerable families we will have a trained DSL or deputy available. This will be made possible by providing;

- the DSL or deputy being available to be contacted via phone or online video - for example working from home
- exploring the opportunity, where MPPS DSLs are unwell, of sharing trained DSLs or deputies with other schools or colleges (who should be available to be contacted via phone or online video)
- a senior leader who will take responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at school.
- information to staff and volunteers on how to access DSL or deputy and know on any given day who that person is and how to speak to them.

Useful documents provided by DfE – to be updated as new guidance received.

- [Coronavirus \(COVID-19\): guidance on vulnerable children and young people](#)
- [Coronavirus \(COVID-19\): attendance recording for educational settings](#)
- [COVID-19: Changes to DBS ID checking guidelines](#)
- COVID-19: [Safeguarding and Planning for School Closure](#)
- [Coronavirus \(COVID-19\): maintaining educational provision](#)
- [Coronavirus \(COVID-19\): implementing social distancing in education and childcare settings](#)
- [Coronavirus \(COVID-19\): free school meals guidance](#)
- [COVID-19: guidance for educational settings](#)
- [Closure of educational settings: information for parents and carers](#)
- [Safer Bradford – Information link](#)